



USAID
FROM THE AMERICAN PEOPLE

EVALUATION DESIGN PROPOSAL

EVALUATION OF SUSTAINED OUTCOMES

JUNE 9, 2016

This report was produced for review by the United States Agency for International Development. It was prepared by Management Systems International, a Tetra Tech company, for the E3 Analytics and Evaluation Project.

EVALUATION DESIGN PROPOSAL

EVALUATION OF SUSTAINED OUTCOMES

Contracted under AID-OAA-M-13-00017

E3 Analytics and Evaluation Project

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

CONTENTS

Introduction	1
Background	2
Activity Description	2
Evaluation Purpose.....	2
Evaluation Audience and Uses	2
Evaluation Questions	3
Evaluation Design.....	4
A Systemic Evaluation Approach	4
Analytical Framework for Cross-Case Comparisons.....	5
Case Selection.....	6
Gender Considerations	8
Case Study Designs	8
Preparatory Research and Systems Analysis	9
Describe the Activity and Country Context.....	9
Establish System Boundaries and Facilitate Subsequent In-depth Research.....	9
Outcome Selection	10
Systems Analysis.....	10
Case Study Approach	11
Assessing Outcome Sustainment (EQs 1, 2, and 4).....	11
Identifying Factors Contributing to or Hindering Outcome Sustainment (EQ 3)	12
Data Collection Methods and Sources	12
Desk Review	13
Semi-Structured Interviews with Key Informants and Beneficiaries	13
Interviews to Establish the Condition of Outcomes	13
Focus Group Discussions with Key Informants and Beneficiaries	14
Outcome Harvesting with Key Informants.....	14
Sampling and Site Selection.....	15
Analytical Methods.....	16
Case-Level Analytic Methods.....	16
Cross-Case Analytical Methods.....	17
Limitations and challenges.....	18

Data Source Access and Availability	18
Research Scope.....	18
Evidence on Achievement of Outcomes	18
Research Management	19
Data Management	19
Required Permissions	20
USAID Participation	20
Deliverables and Timelines	20
Deliverables.....	21
Anticipated Timeline for Evaluation Implementation	22
Team Composition	22
Estimated Budget.....	27
Annexes.....	31
Annex A: Statement of Work	32
Annex B: Potential Evaluation Methods by Question.....	45
Annex C: Case Study Selection Process.....	46
Annex D: Profiles of Activities Selected for Inclusion in the Study.....	49
Annex E: Research and Ethics Protocols	63
Annex F: Draft Research Instruments	67
Annex G: Draft Outline for Case Study Summary Reports.....	80
Annex H: Draft Outline for Final Evaluation Report.....	82
Annex I: CVs of Evaluation Team Members.....	84
Annex J: Bibliography.....	138

INTRODUCTION

This Evaluation Design Proposal describes the proposed analytical framework and research methodologies for an ex-post evaluation examining what factors contribute to sustained outcomes from international development interventions. The evaluation has been commissioned by the Office of Learning, Evaluation, and Research in the United States Agency for International Development's Bureau for Policy, Planning, and Learning (USAID/PPL/LER), and is being designed and implemented through USAID's E3 Analytics and Evaluation Project.¹

This evaluation will apply a comparative case study approach, looking at four USAID basic education activities completed between 2000 and 2010. This evaluation design incorporates feedback from USAID/PPL/LER on an earlier draft of the document that was submitted on December 4, 2015, and is based on a Concept Paper submitted by the Project in June 2015 that described design options for answering USAID's evaluation questions, as well as ongoing consultations between USAID/PPL/LER, USAID's Bureau for Economic Growth, Education, and Environment (E3), and the Project team. This document is structured with the following sections:

- **Background** describes the purpose, intended audience, and anticipated uses for the evaluation.
- **Evaluation Questions** articulates USAID's approved questions for this study and their gendered aspects.
- **Evaluation Design** describes the comparative case study approach and the overarching analytical frameworks that will be used to answer the evaluation questions. It also describes the process of case selection.
- **Case Study Designs** describes the analytical approach that will likely be used for each case study to address the evaluation questions as well as the research process and data collection and analysis methods that are expected to be employed.
- **Limitations and Challenges** describes those factors that may limit the ability of the evaluation team to answer the evaluation questions.
- **Research Management** describes how the evaluation team will ensure that it has acquired appropriate permissions for research and that data are stored appropriately and securely. This section also identifies how USAID may participate in the evaluation process.
- **Deliverables and Timeline** describes the deliverables that will be submitted to USAID and the anticipated schedule for evaluation tasks discussed in this document.
- **Team Composition** describes the qualifications and proposed members for the evaluation team.
- **Estimated Budget** provides the anticipated funding required to complete the tasks described in this document, including all costs already incurred to date by the Project in support of this evaluation.

¹ The E3 Analytics and Evaluation Project team consists of a team lead, Management Systems International (MSI), and team partners Development & Training Services (dTS) and NORC at the University of Chicago.

BACKGROUND

Activity Description

Through the 2010 Presidential Policy Directive on Global Development, the United States set forth a comprehensive development assistance policy focused on sustainable development outcomes that places a premium on broad-based economic growth, democratic governance, game-changing innovations, and outcomes across a variety of sectors and development contexts. In support of this approach, USAID/PPL/LER has embarked on an ex-post evaluation that will use a systems approach to retrospectively examine a portion of the Agency's portfolio of completed programs, projects, and activities to document when and under what programmatic and contextual circumstances outcomes have emerged and been sustained, and what role local systems have played in those results.

While this study is intended to benefit USAID staff working in a variety of sectors, it will initially concentrate on a single field to enhance the likelihood that the evaluation will succeed in isolating factors, processes, and contextual variables that are consistently present where outcomes are sustained but noticeably absent where they are not. To this end, the evaluation of sustained outcomes will focus on USAID basic education programming that ended between 2000 and 2010. USAID's Statement of Work (SOW) for the evaluation is included as Annex A.

Evaluation Purpose

The evaluation has two purposes:

- The primary purpose is to identify factors that contribute to sustained outcomes from international development interventions. These factors will encompass programmatic characteristics (including in the design, management and implementation, monitoring and evaluation [M&E] and learning of projects) and contextual features, including local systems. The evaluation will assess if outcomes were sustained, whether or not they were intended by USAID.
- A secondary purpose of the evaluation is to record and learn lessons from the process of designing and implementing an ex-post evaluation taking a systems approach.

Evaluation Audience and Uses

The primary audience for the evaluation is USAID/PPL. Other audiences include individuals involved in the design, implementation, and M&E of international development projects and USAID Missions more generally. While the evaluation may be of special interest to USAID staff who work on basic education programs, the evaluation findings on factors that influence whether outcomes are sustained may be of more general interest to the Agency – including USAID staff working in areas other than education.

The evaluation will be used by USAID/PPL to inform program cycle guidance and tools

GENERALIZING FROM BASIC EDUCATION

Education systems are highly centralized and typically characterized by weak structures of communication. They are top-down oriented and typify a civil service perspective in terms of responsibility and accountability. These are also often systems that are under-funded and typically overwhelmed by oversubscribed services. These and other processes and outcomes (and factors that influence whether outcomes were sustained) may be unique to the education sector. By being descriptive and detailing what factors influenced whether outcomes were sustained, and in what ways, this evaluation will permit those working in other sectors to decide if learnings from this study are applicable to their own context.

related to the design, implementation and M&E of projects and activities. This may include, but not be limited to, changes in USAID's approach to sustainability analysis during project design and guidance, and identifying factors that may foster sustainability in project design and implementation.

EVALUATION QUESTIONS

As per USAID's approved SOW (see Annex A), the following evaluation questions (EQs) will be answered in this study:

- EQ 1: Were USAID-intended outcomes sustained?
- EQ 2: What other outcomes resulted from the project (positive/negative) and were these outcomes sustained?
- EQ 3: What has contributed to or hindered sustaining the outcomes?
- EQ 4: How are the outcomes perceived and valued by those with significant stakes in the project?

Four operational definitions are provided below to ensure a common understanding of these questions:

- **“USAID-intended outcomes”** – Outcomes are defined here as the conditions of people, systems, or institutions that indicate progress or lack of progress toward achievement of project/program goals. Outcomes are any result higher than an output to which a given output contributes, but for which it is not solely responsible. Outcomes may be intermediate or end outcomes, short- or long-term, intended or unintended, positive or negative, direct or indirect (USAID Automated Directives System [ADS] 200-203). For the purposes of EQ 1, “USAID-intended outcomes” represent high-level objectives of USAID project(s). In the basic education sector, these could include for example improved education quality, school governance, improved literacy and numeracy, and improved access to education for primary aged students.
- **“Project”** – refers to a set of executed interventions over an established timeline and budget that are intended to achieve a discrete development result through resolving an associated problem. It is linked to the Country Development Cooperation Strategy (CDCS) Results Framework. More succinctly, a project is a collaborative undertaking with a beginning and end that is designed to achieve a specific purpose.² Based on consultations between the Project team and USAID/PPL/LER, it was agreed that case study research for this evaluation will focus on what the Agency currently defines as an “activity,” or a sub-component of a project that contributes to a project purpose.³
- **“Sustained”** – refers to something that has been maintained or continued over time. In this evaluation, the reference is to the intended outcome of the USAID activity and its condition in the present time, i.e., some years after the activity's funding ended. For this evaluation, the determination as to whether an outcome has been sustained will be decided on a case-by-case basis on the totality of the evidence amassed through document reviews and field work about the condition of the outcome(s) examined in relation to their condition at the end point of USAID funding, and contribution rather than attribution will be the guiding principle as to whether a sustained outcome can be linked to the activity.
- As defined in USAID's Local Systems Framework, **“sustainability”** “refers to the ability of a local system to produce desired outcomes over time. Discrete projects contribute to

² See ADS 201, page 47 (2014).

³ Ibid, page 40.

sustainability when they strengthen the system's ability to produce valued results and its ability to be both resilient and adaptive in the face of changing circumstances.⁴

The evaluation will look for changes on the ground where USAID interventions were located to determine the condition of USAID-intended outcomes in the current time and compare them to the condition that had been achieved on those same outcomes as of the end of the USAID activity. The team may also compare what it learns about the condition of unintended outcomes in the present time that have been found to be plausibly linked to the USAID activity, compared to any information on their condition at the end of the activity.

The evaluation will draw upon USAID's Local Systems Framework to assist in understanding the factors that have contributed or hindered sustainability. The Framework describes sustainability as "building skills, knowledge, institutions and incentives that can make development processes self-sustaining."

EVALUATION DESIGN

To address USAID's first purpose for this study, by answering the EQs, this evaluation will undertake a comparative case study of four USAID basic education activities completed between 2000 and 2010, which are further described in Annex D. To address the second purpose of this study, the evaluation team will conduct a series of reflective reviews of the systems approach and processes utilized by the team. The recording and cataloguing of lessons from the design and implementation of an ex-post evaluation using a systems approach will be the responsibility of the E3 Analytics and Evaluation Project's home office team and USAID/PPL/LER staff managing this evaluation.

This section describes the overall evaluation approach in relation to its first purpose, and how the evaluation team will analyze the evidence and findings from the case studies to answer the EQs. It also describes the process and criteria for the selection of the USAID basic education activities to be examined in this study. The following section deals specifically with the research and analytical methods that will be used for each of these case studies.

A Systemic Evaluation Approach

This evaluation will be guided by a systems approach. A systems orientation to evaluation goes beyond looking at individuals and actors to considering their relationships to one another, how they perceive outcomes and events, and how these perceptions and relationships drive their behaviors.

USAID defines systems thinking as a "set of analytic approaches—and associated tools—that seek to understand how systems behave, interact with their environment and influence each other. Common to all of these approaches is a conviction that particular actions and outcomes are best understood in terms of interactions between elements in the system".⁵

⁴ See <https://www.usaid.gov/sites/default/files/documents/1870/LocalSystemsFramework.pdf>, page 5.

⁵ USAID's Local Systems: A Framework for Supporting Sustained Development (April 2014). The team also drew heavily from the work of Williams and Hummelbrunner, and Beverly Parsons for this description.

By applying a systems approach, the evaluation will analyze how each outcome of the USAID activities examined by the evaluation team are nested within multiple social systems and how the intended outcomes of USAID activities may have influenced, or been influenced by, those systems. The systems view provides a way to understand the USAID activities and their results by looking beyond the specific activity interventions and the intended outcomes to understand how actions within an activity ripple through the systems to which they are connected, even if the larger system has not been intentionally involved. The exploration is bi-directional, as those same systems may have also influenced the activity outcomes. What is of interest for this evaluation is the extent to which the interconnectedness of different patterns at project, program, organizational, and other levels may have influenced the extent to which outcomes have been sustained.

SUSTAINABLE OUTCOMES RELY ON LOCAL SYSTEMS

The focus on local systems is rooted in the reality that achieving and sustaining any development outcome depends on the contributions of multiple and interconnected actors. Building the capacity of a single actor or strengthening a single relationship is insufficient. Rather, the focus must be on the system as a whole: the actors, their interrelationships and the incentives that guide them. Realizing improved development outcomes emanates from increasing the performance of multiple actors and the effectiveness of their interactions. And sustaining development outcomes depends on the sustainability of the local system – specifically, its built-in durability and adaptability that allows actors and their interrelationships to accommodate shocks and respond to changing circumstances.

- USAID Local Systems Framework (2014)

In practice, the use of a systems approach merits special considerations with respect to the scope and methods for research and analysis.

- The system is a construct around which the evaluation must draw *boundaries* – through which some actors, dynamics, and events will be included and others excluded.⁶ As a result, consideration must be given to both the practical limits of the research and the consequences of excluding certain actors (e.g., reinforcing marginalization).
- A situation can be viewed from multiple *perspectives* and is informed by the different and often multiple roles (e.g., parent and teacher) that actors carry. These perspectives in turn can drive motivations and behaviors.⁷ Research methods must be applied that can capture those perspectives that influence how a system operates.
- *Interrelationships* (between actors or systems/sub-systems) are not static and will change over time. They also have non-linear and emergent aspects. The case study research methods must be tailored to capture these changes over time and their impacts on sustainability.⁸

Within each case study, and as discussed in greater detail in the next section, the evaluation will operationalize these considerations to identify the actors, perceptions, and relationships that contributed to or hindered outcome sustainment.

Analytical Framework for Cross-Case Comparisons

Each case study will involve in-depth research predicated upon a systems analysis to assess whether and to what extent USAID's intended outcomes have been sustained, and to identify the factors that

⁶ Imam, Iraj, Amy LaGoy, and Bob Williams. "Introduction." *Systems Concepts in Evaluation: An Expert Anthology* (2006): 6.

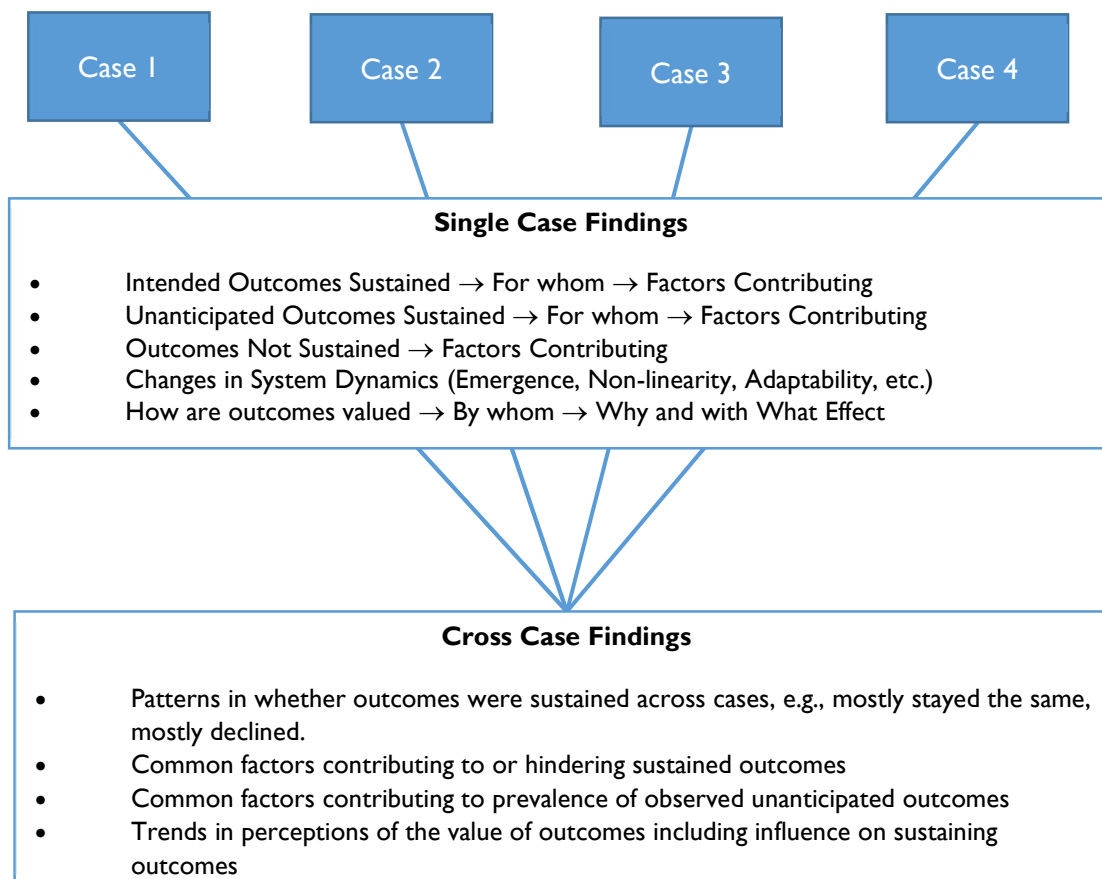
⁷ Ibid. at 6, 9.

⁸ Eoyang, G. "Human systems dynamics: Complexity-based approach to a complex evaluation." *Systems Concepts in Evaluation: An Expert Anthology* (2006): 123-139.

contributed to or hindered the sustainment of these outcomes.⁹ This includes exploring how different actors perceive the utility and value of the outcomes and the basic education activity. The synthesis will also examine common findings and patterns of conclusions across cases for unanticipated outcomes to extract lessons for this kind of programming, particularly in regards to sustainability. As part of the comparative approach, the evaluation will identify common themes and dynamics present across cases to better understand how and why outcomes were sustained or not – analyzing data from the case study research to establish findings and conclusions both within and across cases.

The analytic methods for identifying common trends, dynamics, and factors across cases are described below. Figure 1 depicts the expected analytic pathway for the evaluation as a whole.

Figure 1: Analytical Framework for the Cross-Case Comparisons



Case Selection

The Project team and USAID/PPL/LER applied a structured process for selecting USAID basic education activities for inclusion in the evaluation. This process involved conducting an evaluability assessment of

⁹ The USAID definition of an outcome is: “The conditions of people, systems, or institutions that indicate progress or lack of progress toward achievement of project/program goals. Outcomes are any result higher than an output to which a given output contributes to but for which it is not solely responsible. Outcomes may be intermediate or end outcomes, short-term or long-term, intended or unanticipated, positive or negative, direct or indirect” (ADS Chapter 200 Definitions). For the purposes of EQI, outcomes represent high-level objectives of the USAID activity. In the basic education sector, these could include improved education quality, improved literacy and numeracy, and improved school governance.

USAID basic education activities that ended between 2000 and 2010 to identify those activities for which outcome sustainability could potentially be assessed. The following five criteria were used to identify the subset of activities appropriate for inclusion in this study:

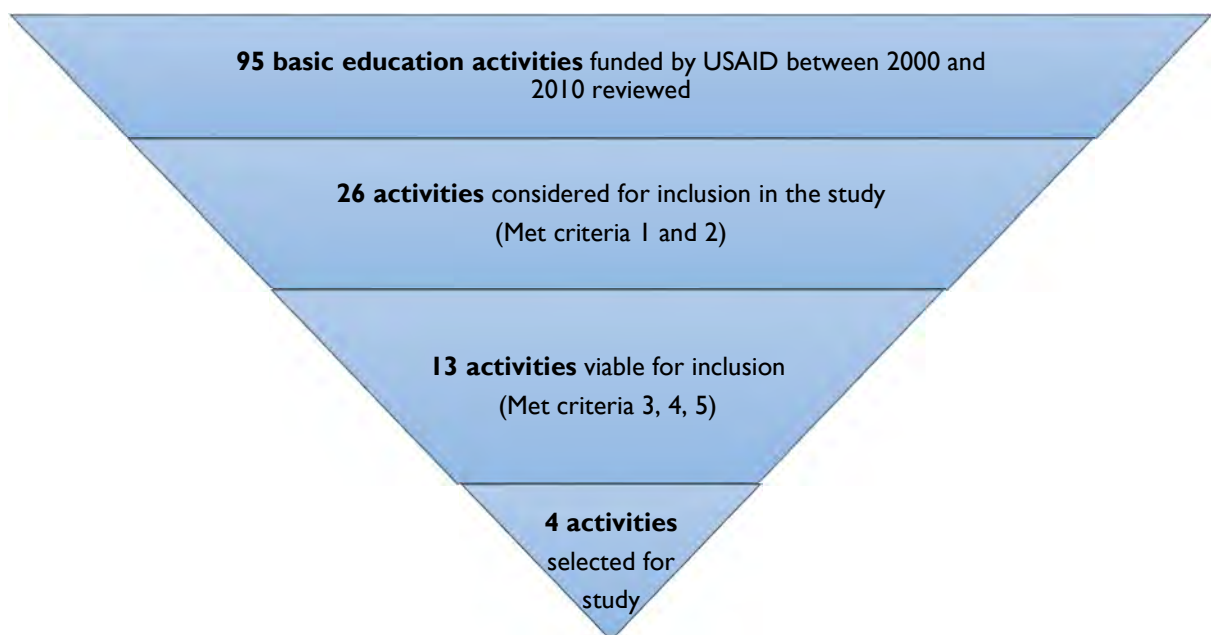
- **Criterion 1: Basic Education Outcomes of Interest** – The activity featured a high-level objective related to basic education.
- **Criterion 2: Measurable Change in Outcome of Interest** – The activity documentation included reliable indicator monitoring data to assess whether there was a measurable improvement in the achievement (or partial achievement) of the basic education outcome.

For those activities that satisfied these first two criteria, the Project team then included (on a holistic basis) three additional criteria in considering whether to recommend an activity for inclusion.

- **Criterion 3: Evidence of Activity Contribution** – There existed a performance or impact evaluation providing evidence that the activity contributed to measurable improvement in the outcome indicator.
- **Criterion 4: Conflict Dynamics in Activity Countries** – Per agreement with USAID, the activity was not implemented in a country that is currently or has recently undergone a period of conflict, war, or significant civil strife.
- **Criterion 5: Activity Documentation** – There is sufficient documentation available describing the implementation of the activity.

On the basis of the evaluability assessment, the Project team recommended 13 activities as viable for inclusion in the evaluation. USAID then selected specific activities for inclusion based upon considerations of duration, intensity, and aid modality – criteria that aimed to provide the most useful information for informing USAID activity planning in the future. Figure 2 summarizes the activity selection process.

Figure 2: Activity Selection Process¹⁰



¹⁰ Five activities were originally selected as case studies, however the Malawi case study was dropped due to logistical issues.

A more detailed description of the evaluability assessment and the process of case selection are included in Annex C, and summaries of the activities that have been selected for inclusion in the case study research are provided in Annex D.

Gender Considerations

As part of this evaluation, the evaluation team will examine the ways that gender dynamics affect the relevant systems and sub-systems that influence the delivery of basic education programming, and whether basic education outcomes are achieved and sustained on an equitable or gender-differentiated basis. Gender analysis will be incorporated in addressing each of the EQs and will be holistic – constituting one of the perspectives/frames (from women, men, girls and boys) through which the evaluation will seek to understand roles and relationships. Specifically, the evaluation will consider:

- Whether gender considerations influenced the design and/or delivery of the intervention(s) and the participation of groups.
- The extent to which roles and relationships within the systems are influenced by gender.
- Whether women, men, girls, and boys perceive and value the system and the outcomes in the same or different ways, and whether they have different needs that must be accounted for in education delivery.
- Whether there are gender dynamics with respect to access and control that influence education delivery, access, and participation (either from the perspectives/frames of mothers and fathers, boys and girls, teachers and administrators, etc.).

This focus on gender will be integrated into the evaluation team's approach so that gender is not viewed as an isolated characteristic but is considered with respect to the other meaningful personal and group characteristics (e.g., ethnicity, race, class, professional status, poverty).

Where gender-specific performance was an aspect of USAID's activity design or set of intended outcomes, performance in relation to targets will be examined. At a minimum, this will require that data be disaggregated (on a male/female basis) with specific research on why gender-differential effects (e.g., gender-specific access, participation, results, or benefits) do or do not exist.

CASE STUDY DESIGNS

For each activity selected for inclusion in the study, there is evidence that the activity achieved at least one of its intended outcomes. Case study research will answer the EQs for selected outcomes (the units of analysis) for which there was evidence of achievement – a predicate for sustainment. Within each case, the units of observation will be outcome dependent and may vary within and across cases. For example, the sustainment of a change in policy for teacher education may be assessed through research at national teacher colleges while the unit of observation for a school infrastructure intervention would be a sample of the schools themselves.

While the previous section addressed the approaches that will be used for cross-case analysis, this section describes the process, research methodologies, and analytical frameworks that will be used to answer the EQs for each of the individual case studies. Annex B provides a matrix summarizing the anticipated data sources and data collection and analysis methods to answer each EQ.

This section is structured chronologically according to the steps of the case study process:

- **Preparatory Research and Systems Analysis** describes the preparatory research that will be undertaken to focus the case study research.
- **Case Study Approach** describes how the case study analytical framework will be tailored based upon the preparatory research to inform the in-depth research.
- **Data Collection Methods and Sources** provides an indicative list of the methods and sources that case study teams may employ during the in-depth research.
- **Analysis Methods** describes the likely methods for analyzing data collected.

Preparatory Research and Systems Analysis

Describe the Activity and Country Context

Prior to initiating field research, the evaluation team will primarily use documentary evidence to identify the outcomes¹¹ achieved by each of the activities and describe the actors, dynamics, and events that that influenced or continue to influence education delivery with respect to these outcomes. The team will also review activity documents and secondary literature to develop a better understanding of the formal education system and formal and informal actors that influence the delivery of education.

Specifically, during this preparatory research phase, individual case study teams will:

1. Draft profiles of the USAID activities, including their various interventions and the results that were documented to have been achieved.
2. Interview the implementing partners for the activities.
3. Identify key activity and post-activity actors that appear to be influential in the achievement of outcomes or in education delivery with respect to the outcomes of interest.
4. Review changes to the structure and policies of the education system of relevance to the intended outcomes, including through the review of relevant academic literature.
5. Review key national demographic, government, and economic data.
6. Review Education Management Information System (EMIS) data, where publicly available.
7. Identify relevant third-party education monitoring information.

These data will produce a succinct review that covers critical descriptive information. The review will provide: (1) an understanding of the activity implementation, (2) the outcomes that were achieved by the activity, (3) the key national and education policy changes that may be relevant to the sustainability of activity outcomes, (4) potential stakeholders (by name or role) that are likely to have influenced the evolution, adaptation, and sustainment of activity outcomes, and (5) gaps in data that will inform and focus the initial primary data collection. Each case study team will build on this foundational document as additional information is identified throughout the research process, as described below.

Establish System Boundaries and Facilitate Subsequent In-depth Research

To identify and mitigate the practical constraints for research and develop an understanding of the context, actors, relationships, and dynamics to make informed decisions about system boundaries and the scope of this research, each case study team will conduct an in-country team planning meeting (TPM). The specific objectives of these TPMs are to:

- Select the outcome to be studied under EQI (see the following section describing this selection process), select sites for the field work and clarify system boundaries.

¹¹ The evaluation will identify as the outcomes of interest those results that were documented in activity documents to have been achieved during the life of the activity, whether intended or unanticipated.

- Develop maps of relevant systems and contextual timelines that are outcome specific and will be used as data gathering tools.
- Inform key stakeholders (including USAID Missions and relevant host-country ministry officials) about the evaluation, garner support, obtain permission for research activities, and identify relevant documentation.
- Identify or confirm the most significant public and private sector actors influential in the delivery of education in the selected communities in which the evaluation team will conduct research.
- Identify additional stakeholders with information about relevant aspects of education policy and delivery and/or about the interventions that were delivered under the activity.
- Identify local processes that need to be followed to conduct the research in a culturally appropriate manner.
- Allow case study team members to engage with one another prior to the in-depth research, in order to strengthen the research process.

These TPMs will involve teams of approximately six individuals including a Case Study Lead, Local Education Specialist, Case Study Research Manager, and two Local Researchers, as well as participation by the Evaluation Team Leader or the Senior Education Specialist. This will promote well-organized, culturally appropriate, and focused in-depth research. These visits will be preceded by consultations with the respective USAID Mission and will take place over approximately one week, although additional enquiries will likely be made by in-country team members thereafter as needed. Draft research instruments are provided in Annex F, and final versions of these instruments will be included in each Case Study Summary Report.

Outcome Selection

Prior to the TPM, each case study team will have examined all of the USAID activity information it has assembled up to that point in time and extracted from it the best available description of USAID's intended results. Wherever possible, these will be results USAID identified in a Results Framework or Logical Framework or other theory of change diagram, or equivalent text. For each activity outcome, teams will also extract the performance indicators USAID used for the various levels of intended results in the activity's Logical Framework or other conceptual model, as well as the targets and actual performance monitoring data reported by the activity's implementing partner to USAID. This set of outcomes, inclusive of results labeled goal, purpose, and intermediate result (i.e., anything higher on a results chain than outputs), constitute the candidate outcomes going into a TPM. [At a very general level, these frameworks of intended outcomes bear some family resemblance across countries, but case study teams are not required to select the same result across all the cases.] During the TPM, the team will consider various candidate outcomes, including the indicator data available for those outcomes over the life of the USAID activity. The selection of the outcome on which a case will focus will take into account a variety of factors about the level of candidate outcomes on a given framework of results, data availability for the activity period, and other factors that TPM participants suggest might affect the team's likelihood of success in terms of finding answers to the EQs.

Systems Analysis

A key part of the TPM will focus on how to gather data on the systems so they can be analyzed in relation to the chosen outcome. Each case study team will prepare a briefing for the Evaluation Team Leader with recommendations for in-depth research (e.g., timing, duration, research methods) based upon and accompanied by preliminary analysis of the relevant systems and sub-systems for research, including:

- The relationships among the actors within the system being studied, as identified at the end of the activity, and the identification of relevant sub-systems.
- The institutions, policies, and norms that define and influence the system and sub-systems, in relation to the chosen outcome and provided through a timeline.
- The underlying perspectives and stakes of those who affect and are affected by the various social systems.

This analysis will be primarily descriptive and accompanied by analysis, most likely using Causal Loop Diagrams (CLDs). For each outcome of interest, this will note the nature of relationships and feedback loops within the system that may influence whether outcomes are sustained. More information about the use of CLDs is provided under Analytical Methods later in this section. This layered analysis of the ‘system’ and its actors and relationships will be one aspect that informs decisions on system and research boundaries for each case study, including what data to collect, from whom, and how to analyze and understand the data, incorporating different perspectives and stakes. However, these preliminary boundaries may be expanded or restricted during in-depth field research as a greater understanding of the system is developed, including the underlying perspectives, assumptions, paradigms, and stakes that have shaped the systems and the manner in which these perceptions have influenced whether outcomes have been sustained.

Due to its importance in formulating education policy, at least some aspects of the formal education system (i.e., the formal government structures that manage the funding, licensure, and administration of public, private, and parochial schools) will always be within the boundaries. However, the ‘system’ will also include other stakeholder groups, organizations, and individuals that are likely to have been influential in or knowledgeable about the achievement, adaptation, evolution, and sustainment of the outcome being studied in each country. Examples of other actors or sub-systems that may be within the research boundaries include: systems of curricula, teacher education, assessment and management; political systems such as teacher unions, regional governments, and legislation; social systems; and infrastructure systems such as electrification, roads and transportation, water and sanitation, and health and nutrition.

Case Study Approach

While the research methodologies and data sources will vary according to the requirements of each case, a common set of approaches will be applied consistently across cases. The specific application of these approaches, however, will be strongly informed by data collected during the preparatory research and TPM stages described in the previous section.

Assessing Outcome Sustainment (EQs 1, 2, and 4)

The evaluation team will draw upon a mix qualitative and quantitative data to address EQs 1,2, and 4, which speak to outcome sustainment. Most primary data collection will be qualitative; where quantitative data are used, it will likely be secondary data from administrative sources.

For those outcomes that were measured quantitatively and post-activity quantitative data are available, the case study teams will use *quantitative* evidence to assess whether the outcomes were sustained. The teams will plot the trajectory of change in the outcome measure both during and following the completion of the activity. This evidence will provide an additional perspective with which to understand outcome sustainment, but will not be conclusive. It will instead be contextualized and triangulated with other evidence for outcome sustainment derived primarily from qualitative research.

Using *qualitative* data, the case study teams will develop rich descriptions of activity outcomes based upon documentary evidence and interview data. Using activities' theories of change as a touchstone, these will describe activity achievements and results – noting how the activity contributed to changes in the system (specifically changes in structures, processes, qualities, and behaviors) including from the perspectives of different actors. The case study teams will then trace forward in time the condition of the outcomes in order to understand how, why, and to what extent the outcomes changed and whether and how the systems with which they are linked continue to contribute to the desired outcomes, including through adapted forms. All findings will be verified through data triangulation.

This analysis will also incorporate a temporal aspect, as it is possible and perhaps likely that some outcomes were sustained for a period, but not up to the present. Where possible, a preliminary determination of the extent to which outcomes have been sustained will be made during the preparatory research and then confirmed or elaborated upon during the in-depth field research.

This process will enable the case study teams to empirically document whether outcomes have been achieved (in the case of unanticipated outcomes) and sustained, in what ways, and to what effect. For all identified outcomes, the teams will also explore the perceived value of the outcomes and their sustainment by actors with significant stakes in the outcomes; what one key stakeholder may view as valuable, another may fail to see as important. The evaluation will seek to represent all voices, bringing perspectives of those who are often the most powerful (e.g. donors and government) and those that are not always heard (e.g. teachers and parents).

Identifying Factors Contributing to or Hindering Outcome Sustainment (EQ 3)

After a preliminary determination of outcome sustainment has been made and concurrent with the enquiry into perspectives and valuations of the outcomes, the case study teams will identify those factors and systems that have contributed to or hindered sustaining the outcome.

For EQ 3, case study teams will draw on qualitative and quantitative data to identify the key factors and systems that affected whether outcomes were sustained.

Data Collection Methods and Sources

Following completion of the preparatory research and during the TPMs, each case study team will meet to:

1. Discuss the various factors (including context, actors, relationships, and perspectives) that are likely to have influenced outcome sustainment and develop alternative hypotheses for testing.
2. Establish explicit preliminary boundaries and methods for in-depth research – encompassing some or all of these factors with due consideration of available resources and research capacity.
3. Assess the extent to which data have already been collected or are available to address the EQs and to identify where additional data are needed to fill gaps or research emergent issues and factors.

Based on these discussions, each case study team will identify specific research methods and data sources appropriate for in-depth research and will prepare tailored research processes and instruments that will be annexed in the Case Study Summary Reports. While the selection of data collection methods and sources will be undertaken by each case study team, it is likely that the following methods will be employed during the course of the evaluation. Identification of the data collection methods and sources appropriate for each EQ is presented in Table I.

Desk Review

Each case study team will review and analyze activity design and implementation documents and evaluations. This review has several purposes. First, the teams will identify and describe intended and unanticipated activity outcomes that were achieved. Second, they will develop an understanding of the theories of change and implementation characteristics, contexts, and challenges. From this review, the case study teams will also identify potential respondents for follow-up research.

An important outcome of the case study teams' work, starting well before the TPMs and continuing beyond it, will be the identification of gaps in documentary evidence on the USAID activity that the teams will need to fill in order to document the condition of the outcomes of interest as of the end of USAID's period of funding. This may include missing performance monitoring plans and performance data for some years of the activity, as well as missing quarterly, annual, or final reports. If important data gaps are highlighted during the TPM, action will be taken soon after the TPM ends to try to obtain those missing data, including contacting senior personnel in the organizations that implemented the activities being studied. USAID has agreed to help the evaluation team locate critical missing data by writing letters of request to support the team in these efforts.

As relevant for tracing outcomes forward in specific cases, the case study teams will also review other documents and administrative data that describe national education delivery and outcomes, including host-country EMIS data, third-party (e.g., UNICEF) education monitoring data, and assessments of the education systems conducted by academics and international donors including USAID. The purpose of this review is to better understand the extent to which the education system, structures, and outcomes have changed since the initiation of the activity and to identify potential events and actors that may have influenced outcome sustainment.

Semi-Structured Interviews with Key Informants and Beneficiaries

Case study teams will undertake semi-structured interviews with a wide range of informants. Interviewing gathers participants' perceptions in their own words, capturing rich and detailed accounts of their experiences or perceptions. The interviews will be conducted with individuals or small groups that are purposively selected (which is further described in the next section). The evaluation team may also interview people for political or other reasons critical to the evaluation's perceived legitimacy and credibility.

Interviews to Establish the Condition of Outcomes

Where there are no existing data series beyond the end of USAID's involvement in the activity, i.e., data on the condition of outcomes that were only collected by activity implementing partners in fulfillment of performance monitoring requirements, case study teams will use targeted interviews with individuals who have knowledge of the condition of USAID-intended outcomes over the years since the activity ended to reconstruct what happened to those outcomes. These interviews will use a chronological approach that will help respondents recall as precisely as possible in which year any important changes in the outcome condition occurred and why. Wherever possible, case study teams will use this type of interview with multiple actors and then examine the degree to which recall concerning changes in the condition of the outcomes of interest converge. Generally speaking, this type of reconstruction data does not converge exactly, but chronological stories of what happened, when, and why that generally agree can be treated as valid and verified as a function of common reporting from triangulated sources.

Focus Group Discussions with Key Informants and Beneficiaries

Focus group discussions (FGDs) combine elements of both interviewing and participant observation in a single method. A FGD involves a small group of individuals selected to discuss, based on personal experience, their perceptions, opinions, beliefs, and attitudes about a specific topic. FGDs use group dynamics to generate data that would have not likely occurred without group interaction. FGDs will be used when the opinions of a particular target group need to be investigated. In this approach, an evaluator sets ground rules and then facilitates introductions and a group discussion. The facilitator is flexible, keeps group members focused on the subject, and encourages discussion.

Outcome Harvesting with Key Informants

Outcome harvesting is a participatory research approach that draws on the knowledge of key informants who understand what has been achieved (or in this case, sustained), and works backward to determine how this change has occurred. It can be used independently as an evaluation design approach or as a nested research method. The primary value of this approach as a supplement to the other approaches described in this documents lies in its ability to uncover outcomes about which the evaluation team and USAID may not previously have been aware. This is precisely the team's task under EQ 2. Other aspects of the evaluation methodology focus on the condition of USAID-intended outcomes and the condition of unplanned outcomes that were already documented at the time this evaluation began, e.g., in activity or evaluation reports. Without a supplementary method such as outcome harvesting integrated into the evaluation design, there is a chance that the case study teams would not discover additional unplanned and unanticipated outcomes that are not already known to USAID and the teams. Accordingly, the research instruments include specific questions that operationalize the outcome harvesting approach for eliciting information about unknown and unplanned outcomes.

Case study teams also intend to conduct outcome harvesting during the TPMs with informants who have knowledge about the basic education activity and the education system more generally. Participants will be invited to describe how the education system currently operates or delivers with respect to the activity outcomes as well as other systems beyond the education system on which those outcomes depended, and then will be asked to work backwards to identify the actors, change agents, or events that have contributed to the current state. This will help the case study teams uncover systems that interacted with USAID-intended outcomes of which they may not previously have been aware.

The evaluation team will look across the findings of these outcome harvesting efforts to identify commonly cited factors that influenced outcome sustainment and will use other sources and research methods to validate these findings. It is anticipated that outcome harvesting will be also applied with local actors involved in the delivery of the activities, which may include headmasters, teachers, and representatives of teaching colleges, education-focused NGOs, and subnational ministries. These individuals may be able to reveal information about previously unknown and unplanned outcomes and be able to trace backwards from those unanticipated outcomes, as well as from USAID-intended outcomes, to illuminate the mechanisms that contributed to and subsequently supported, or impeded, those outcomes being sustained.

TABLE 1: POTENTIAL PRIMARY INFORMATION SOURCES

Evaluation Question	Data Collection Method	Primary Data Sources
EQ 1: Were USAID-intended outcomes sustained?	<ul style="list-style-type: none"> - Review of documents & administrative data - Semi-structured interviews - FGDs - Outcome harvesting 	<ul style="list-style-type: none"> - Project documentation & evaluation reports - USAID current & previous staff - Project staff - Nat'l education stakeholders - Project beneficiaries - Nat'l EMIS - Other int'l donors/NGOs
EQ 2: What other outcomes resulted from the project (positive/negative) and were these sustained?	<ul style="list-style-type: none"> - Review of documents & administrative data - Semi-structured interviews - FGDs - Outcome harvesting 	<ul style="list-style-type: none"> - Project documentation & evaluation reports - USAID current & previous staff - Project staff - Nat'l education stakeholders - Community stakeholders - Project beneficiaries - Other int'l donors/NGOs
EQ 3: What has contributed to or hindered sustaining the outcomes?	<ul style="list-style-type: none"> - Review of documents & administrative data - Semi-structured interviews - FGDs - Outcome harvesting 	<ul style="list-style-type: none"> - Project documentation & evaluation reports - USAID current & previous staff - Project staff - Nat'l education stakeholders - Community stakeholders - Project beneficiaries - Other int'l donors/NGOs - Nat'l, regional & local budget and financial reports,
EQ 4: How are the outcomes perceived and valued by those with significant stakes in the project?	<ul style="list-style-type: none"> - Semi-structured interviews - FGDs 	<ul style="list-style-type: none"> - Project staff - Nat'l education stakeholders - Community stakeholders - Project beneficiaries - Nat'l orgs. (priv. groups, NGOs, CSOs, etc.) - Historical public records, media reports, etc.

To address the EQs, the evaluation team will obtain data from more than one type of respondent. This technique helps to ensure accurate information when formal sampling procedures are not used, as differences in responses by types of respondents are readily apparent. Generally speaking, agreement between respondents of different types on a given question tends to suggest that the underlying data are accurate. Differences indicate either inaccuracies or the possibility that an activity had different impacts on the different types of respondents questioned.

Sampling and Site Selection

Within each selected case, the identification and selection of respondents for in-depth data collection will be through purposive sampling, which may involve snowball sampling.¹² Respondents will first be identified through reviews of activity documentation and recommendations from USAID Missions, ministries of education and implementing partners using the following general criteria: (1) awareness of the activity under review, (2) expertise of the education sector, (3) involvement with similar activities, (4) beneficiary of the activity under review, or (5) critic of the activity or similar activities. However,

¹² Snowball sampling is a non-probability sample in “which the research makes initial contact with a small group of people who are relevant to the research topic and then uses these to establish contact with others.” Bryman, A. (2012). *Social Research Methods*. Oxford University Press.

criteria used to select respondents will vary according to the case and the nature of the outcome, and will be refined based on the initial research.

Additional respondents will be identified for the in-depth research using the following criteria: (1) critics of activity interventions, (2) supporters of the interventions, and (3) others who work with or support similar donor initiatives.

Where research is required in individual districts or communities or within schools, specific sites will be selected based on those that appear to be able to provide the greatest insights for the EQs and their accessibility to the case study teams.

Analytical Methods

Data Analysis for this evaluation will proceed at two levels, the case level and the cross-case level, as illustrated in Figure 3 (which builds on the cross-case framework shown previously in Figure 1).

FIGURE 3: ANALYTICAL PATHWAY FOR THE EVALUATION

Intra-Case Research

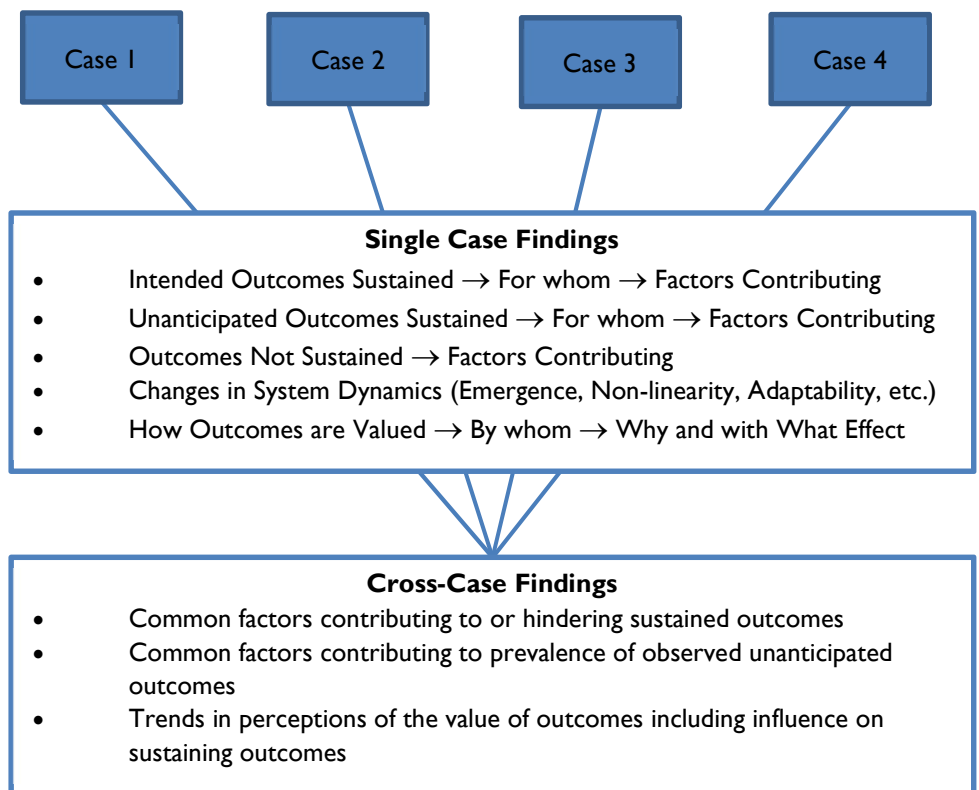
- Surveys
- In-depth interviews
- Focus Group
- Outcome Harvesting
- Triangulation
- Rubric Analysis

Intra-Case Analysis

- Qualitative Content Analysis
- Causal Loop Diagrams
- Descriptive Statistics

Cross-Case Analysis

- Qualitative Content Analysis
- Explanation Building



Case-Level Analytic Methods

At the case level, data will be organized in two distinct ways. One version will be a readable narrative that tells the story of what happened to USAID’s intended outcome(s) after funding for the activity that created or improved the outcome ended, including other outcomes that may have emerged, and the factors that explain why these outcomes were or were not sustained. The second version will report findings in a more compartmentalized way, under each of USAID’s four EQs. This second version will be structured to support a cross-cases analysis of patterns, and to prepare those aspects of the Final Evaluation Report that will be presented on a question-by-question basis.

Common analytical techniques such as content analysis (to identify themes in focus group discussions and commonalities across key informant interviews that represent various perspectives/systems views related to the EQs), synthesis, and descriptive statistics will be used at the case level, as appropriate. They will be complemented, as appropriate, by other analytic tools for structuring and analyzing data that are well-suited for examining and understanding system dynamics, including:

- **Stakeholder Mapping:** Stakeholder mapping is a technique used to identify and assess the importance of key individuals, groups, or institutions in the delivery of an activity and the sustainment of outcomes. It is a systematic way to assess stakeholder interests and the influence that different stakeholders may have on achieving outcomes.
- **Causal Loop Diagrams:** CLDs explore the nature of relationships within a system by identifying feedback loops within the system that hinder or reinforce behaviors. For each case, the case study teams will document the key actors, relationships, and feedback loops that contributed to or hindered whether outcomes have been sustained. CLDs are a powerful method for identifying the dynamics of causation within systems and presenting them in pictorial form. It is anticipated that CLDs will be prepared for all cases as part of the systems analysis stage and each case study team will receive specific training in their development and use.

Cross-Case Analytical Methods

The cross-case analysis of case study findings will allow the evaluation team to make comparisons among the set of case studies. It will draw on both the findings the team organizes by EQ and the broad themes observed when the teams write up the stories of what happened to outcomes over time. In looking across cases, categories of information will help the team display patterns. For example, having categories that describe the condition of outcomes today will let the team display any observed pattern in that regard. Similarly, the team will be able to show, across cases, how frequently actions to support outcomes continued beyond the period of USAID funding, and whether relationships that were important during the USAID funding period tended to remain stable in most cases. The cross-case analysis will count instances of various characteristics found with respect to planned and unplanned outcomes; the underlying actions, structures, and relationships that may have supported them; and at a deeper level, the perceptions and values that explain why contributing factors were supported locally even after the USAID activity. Patterns identified on a cross-case basis will help the team reach conclusions and identify what hypotheses would benefit from further testing and what else the Agency might do to make sustained outcomes more likely in the future.

To facilitate cross-case analysis, two analytical approaches are envisioned.

- **Thematic and Content Analysis:** Based on coding to be undertaken for the case study research (pursuant to coding categories that will be developed by the evaluation team following preparatory research), the evaluation team will identify themes and trends that are consistent across cases using content analysis. This technique, which is the most common approach for extracting patterns from open-ended survey questions and from transcripts of focus group discussions, can be used to identify patterns. On small sets of responses this may be done manually, while for larger data sets, qualitative data analysis software such as MAXQDA may be used.
- **Explanation Building:** Using case study findings, data, and themes identified through the thematic and content analysis, the evaluation team will develop a series of explanatory propositions that appear to apply across cases. These propositions will then be subjected to testing for each case and refined iteratively until a series of propositions are established that apply across cases.

LIMITATIONS AND CHALLENGES

It is expected that the evaluation will confront a number of challenges described in this section, many of which are inherent to retrospective evaluations and the inductive nature of the anticipated research.

Data Source Access and Availability

Each of the activities selected for inclusion was completed between 7 and 15 years prior to this evaluation. It is therefore likely that the evaluation team will be unable to identify or locate many relevant informants, which may have a detrimental effect on the research.

Furthermore, the research may be hindered if national stakeholders are unwilling or unable to provide the evaluation team with contact details or access to individuals currently working with national institutions and organizations who would have important information relevant to identifying the factors that have contributed to or hindered outcome sustainment.

It is likely that important records and documentation that would inform the enquiry of the factors that have influenced whether outcomes have been sustained will no longer exist or cannot be identified by the evaluation team. It is also likely that some important records and documentation will be in the sole possession of national stakeholders and other non-USAID actors and may not be provided to the evaluation team. To the extent that key records and documentation cannot be identified or obtained, this will have a detrimental effect on the research.

While the evaluation has undertaken measures to identify and select cases for inclusion that have contemporaneous activity documentation with information on characteristics of activity delivery, there is no case for which all documentation about activity delivery has been obtained. To the extent that the evaluation team is unable, through the activity documentation or through interviews with implementing personnel, to develop a full understanding of the implementation of activity, this will limit the analysis of the extent to which activity characteristics have contributed to sustained outcomes.

Lastly, given the ex-post nature of this evaluation, important information will be collected from respondents about events that occurred up to 20 years in the past. Recall data is generally considered to be less than fully reliable and the inability of respondents to accurately recall past events could have a detrimental effect on the research.

Research Scope

The evaluation team will rely on available documentation and respondents to identify the potential factors that contributed to or hindered outcome sustainment and the institutions, groups, actors, and influences that are relevant to these factors. Through this enquiry, the evaluation team will draw boundaries that will delimit the scope of evaluation research. As neither the documentation nor the respondents that can be identified and interviewed will be inclusive of all material documentation and respondents, these boundary decisions will not and cannot be considered fully informed and correspondingly could fail to identify important systemic factors that affect outcome sustainment.

Evidence on Achievement of Outcomes

While the evaluation has undertaken measures to identify and select cases for inclusion that have demonstrated the achievement of outcomes, for no case was a rigorous impact evaluation conducted (using a contemporaneous experimental or quasi-experimental design) that would have provided the strongest evidence of outcome achievement. To the extent that existing and available

contemporaneous analysis and documentation of activity results are not of a robust nature, this will hinder the assessment of whether outcomes have been sustained.

RESEARCH MANAGEMENT

Data Management

Unless proscribed by the respondent(s), or otherwise not ethical, feasible, or appropriate, semi-structured interviews and FGDs conducted under this evaluation will be recorded. Where respondent(s) indicate a desire not to be recorded, interview notes will be prepared. Interview notes will be taken in English or, if in a language other than English, summaries of the interviews will be prepared in English. All interview notes, summaries, recordings, and transcripts will be stored in a secure folder to which only the evaluation team and Project staff working on this evaluation will have access.

Throughout the evaluation, data will be tracked and managed in accordance with ADS 579 on USAID Development Data. Qualitative data, such as field notes from interviews, will be stored in text-based data entry templates, while quantitative data will be stored in spreadsheets. Quantitative data will be prepared for submission in accordance with 579.3.2.2. Data will be labelled by all relevant subgroups, including gender. All personally identifiable, classified, proprietary, and other sensitive information will be removed. Data will be prepared in machine-readable formats, such as comma separated value (.csv) files, along with codebooks. The data will be accompanied by survey protocols and instruments used to collect and analyze the data. Data will be reviewed for quality standards relating to validity, integrity, precision, reliability, and timeliness (ADS 203.3.11.1). Final datasets will be submitted to USAID in a format consistent with ADS 579.

In addition, at the conclusion of each day of field research, the evaluation team will record in a separate template:

- The data and location for field research;
- The names (or unique IDs if anonymity is requested) of the respondents interviewed during that day;
- Key evidence and findings relating to the research questions in the evaluation framework (including observations), referencing the relevant interview from which these data are obtained; and
- Any challenges or issues pertaining to field research on that day.

Likewise, at the end of each week of field work, the evaluation team will:

- Synthesize the accumulated evidence from field research conducted that week to identify additional findings and trends; and
- Record key evidence and findings (with appropriate reference to data sources) against the evaluation framework to ensure that data are coded appropriately and in a timely fashion.

These templates and the evidence matrix will be discussed by the evaluation team (including the relevant case study team) and the Project Home Office management team on a weekly basis during field research, and these processes will ensure that evidence is appropriately identified, recorded, and synthesized throughout the evaluation.

Required Permissions

With regards to Institutional Review Board (IRB) or other ethical review requirements for the countries where field work will be carried out for this evaluation, a review of the relevant research standards in each country will be conducted prior to the initiation of in-depth research to confirm any requirements that should guide the research. This review will confirm or clarify any local IRB requirements that are focused on the use of human research subjects, particularly within the context of health and medical research.

In cases where research will be conducted with representatives of activity implementers, government officials, civil society organizations, donors, and persons who have participated in activity trainings, the evaluation team does not believe IRB approval will be required. However, in all circumstances where respondents will be school-based but not students (e.g., headmasters and teachers), permission for research will be obtained through the national Ministry of Education or other relevant institution, as appropriate.

If a community-level or school-level survey or test is undertaken as part of the case study research, it is anticipated that IRB approval will likely need to be obtained and the evaluation team has identified institutions within each country that would be contacted so that such approval can be obtained as quickly as is practicable.

All data collection will be conducted according to the professional standards of the American Evaluation Association and all data will be handled in such a manner as to protect the identities of informants in any situations where their comments could potentially have a negative impact on their employment or security. Where data are collected from individuals not acting in their professional capacity as representatives of an organization, the evaluation team will obtain signed informed consent.

USAID Participation

Regular communication between the E3 Analytics and Evaluation Project team and the designated USAID Activity Manager for this evaluation will be essential to the successful execution of the research. The Project team will keep USAID apprised of changes and developments that require any significant decision-making or modification to this Evaluation Design Proposal. Because certain aspects of the evaluation are informed by and responsive to data gathered during the implementation of certain aspects of the evaluation methodology, adaptation and course correction are expected to be an important variable throughout the life of the evaluation.

Staff from USAID/PPL/LER and the Missions in countries where research will be conducted may choose to participate in the research process, and opportunities for the participation of Agency staff will be discussed periodically between the Project team and USAID/PPL/LER throughout the evaluation. Following the completion of the in-depth research and preliminary cross-case analysis, the evaluation team will work collaboratively with USAID/PPL/LER to develop cross-case findings and conclusions through a workshop that will be conducted prior to the submission of the Draft Evaluation Report.

DELIVERABLES AND TIMELINES

The format of the Final Evaluation Report will follow USAID guidelines set forth in the Agency's Evaluation Report Template (<http://usaidlearninglab.org/library/evaluation-report-template>) and the How-To Note on Preparing Evaluation Reports (<http://usaidlearninglab.org/library/how-note-preparing->

[evaluation-reports](#)). The Final Evaluation Report should not exceed 30 pages, excluding an executive summary, references, and annexes.

The evaluation team will be provided with USAID's mandatory statement of the evaluation standards they are expected to meet, shown in the text box on the following page, along with USAID's conflict of interest statement that they will be expected to sign and return to the Project Home Office before field work starts.

USAID EVALUATION POLICY, APPENDIX 1 CRITERIA TO ENSURE THE QUALITY OF THE EVALUATION REPORT

- The evaluation report should represent a thoughtful, well-researched and well organized effort to objectively evaluate what worked in the project, what did not and why.
- Evaluation reports shall address all evaluation questions included in the scope of work.
- The evaluation report should include the scope of work as an annex. All modifications to the scope of work, whether in technical requirements, evaluation questions, evaluation team composition, methodology or timeline need to be agreed upon in writing by the technical officer.
- Evaluation methodology shall be explained in detail and all tools used in conducting the evaluation such as questionnaires, checklists, and discussion guides will be included in an Annex in the final report.
- Evaluation findings will assess outcomes and impact on males and females.
- Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.).
- Evaluation findings should be presented as analyzed facts, evidence and data and not based on anecdotes, hearsay or the compilation of people's opinions. Findings should be specific, concise and supported by strong quantitative or qualitative evidence.
- Sources of information need to be properly identified and listed in an annex.
- Recommendations need to be supported by a specific set of findings.
- Recommendations should be action-oriented, practical, and specific, with defined responsibility for the action.

The Project Home Office team will also share with the evaluation team the Evaluation Report Checklist against which their draft and final reports will be reviewed internally prior to submission to USAID. This checklist is the one used to score USAID evaluations in the recent meta-evaluation of USAID evaluations completed between FY 2009 and FY 2012.¹³

Deliverables

It is expected that the evaluation team will be responsible for the following deliverables. The estimated due dates below provide an indication of the overall timeline for the evaluation.

¹³ Meta-Evaluation of Quality and Coverage of USAID Evaluations 2009-2012, Management Systems International, available at: http://www.oecd.org/derec/unitedstates/meta_evaluation_report_final.pdf

Deliverable		Estimated Due Date
1.	Revised Evaluation Design Proposal	o/a May 2016
2.	Case Study Summary Reports	On a rolling basis, by o/a October 2016
3.	Draft Evaluation Report	o/a January 2016
4.	Oral presentation(s) of key findings from Draft Evaluation Report for USAID and invitees	As agreed with USAID/PPL/LER
5.	Final Evaluation Report	o/a three weeks following receipt of USAID feedback on draft report
6.	Oral presentation(s) of key findings from Final Evaluation Report for USAID and invitees	As agreed with USAID/PPL/LER
7.	Summary Briefing on the study methodology and findings for future use of this type of evaluation approach	As agreed with USAID/PPL/LER

Anticipated Timeline for Evaluation Implementation

Task/Deliverable	2016												2017		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
TPM Prep & Desk Research															
TPM/Systems Analysis															
Revised Evaluation Design Proposal															
Data Collection for Case Studies															
Case Study Data Analysis and Summary Report Drafting															
Cross-Case Analysis															
Workshop to Develop Key Findings															
Draft Evaluation Report															
Final Evaluation Report															
Presentation on Report Findings															
Summary Briefing on Methodology															

TEAM COMPOSITION

The evaluation will be led and managed by a core evaluation team composed of an Evaluation Team Leader with extensive evaluation experience including in ex-post and case study evaluation designs, and a Senior Education Specialist who has experience with USAID basic education programs and a strong evaluative background.

Case study teams will carry out in-country research, each of which will be composed of approximately four experts including a Case Study Lead with strong evaluation experience and at least one Local

Education Specialist with significant and extensive experience working on issues relating to basic education in the respective countries. The remaining case study team members will be research specialists of varying levels of experience and seniority.

Short biographies of the core evaluation team members are presented below and their CVs are included in Annex G.

Evaluation Team Leader: Dr. Donna Podems

Dr. Donna Podems is a researcher, facilitator, and M&E specialist with more than 20 years' experience conducting multi-country evaluations in Africa, Asia, and Latin America. She has experience conducting multi-site evaluations, such as a recent evaluation of DFID's SARRAH program that included evaluations of several different streams of work (each delivered by a different national organization in a different location within South Africa) jointly funded by DFID and the South African government. Dr. Podems received her Ph.D. from Union Institute and University in the field of Evaluation and Organizational Development. She is currently a Board Member of the American Evaluation Association.

Senior Education Specialist: Dr. James Wile

Dr. James Wile is a senior level teacher development expert with over 17 years of technical and executive experience in the field of education development in the U.S., South Asia, Africa, and Southern Europe. He has experience designing and implementing international education interventions, including those focused on school-based teacher education and the development of education systems. He also has experience developing education policy and advocacy initiatives and undertaking performance evaluations of USAID basic education activities. Dr. Wile received his Ph.D. from The Ohio State University in Language and Literacy.

Activity Coordinator: Gaëlle Simon

The evaluation team will be supported by Gaëlle Simon, based in MSI's Home Office. Ms. Simon will be the Home Office's primary point of contact with the evaluation team and will help to ensure the successful completion of the required deliverables and all evaluation tasks. Ms. Simon has worked on performance and impact evaluations of projects in the sectors of education and disaster relief and has extensive experience in implementing education projects. Ms. Simon received a BS in Inclusive and Primary Education from Syracuse University and her M.Ed. from the Harvard Graduate School of Education.

Case Study Leads

The Case Study Leads (CSLs) will oversee the entire evaluation for their case, reporting to the Evaluation Team Leader. The CSLs will lead the selection of the outcome to be studied, conduct high-level interviews, adapt the evaluation design and tools, manage the overall data collection and analysis activities for their country, debrief local researchers during the process, and write the draft Case Study Summary Report.

Ghana: Stephen McLaughlin

Stephen McLaughlin has over 25 years of research and evaluation experience, both in international and U.S. settings, in all aspects of education. His experience includes designing, conducting and managing evaluations, performance monitoring systems, and social science research for government and private sector organizations in 36 countries including the U.S. Results of his studies have been used in program improvement, policy revisions, designs of loan and technical assistance programs, management decisions,

funding proposals, and future research. In his capacity of Education Program Development Adviser, Mr. McLaughlin has contributed to the programming of numerous donor-funded projects around the world.

Namibia: Anna-Louise Davis

Anna-Louise Davis has twenty years of experience working with community-based organisations, NGOs, the government and donors in the Namibia development sector. Ms. Davis has experience in designing and delivering integrated support packages, particularly in facilitating strategic and integrated program planning, using innovative and participatory processes. Ms. Davis' support has focused on good governance, leadership and institutional development. The emphasis of her monitoring and evaluation work has been on the design and implementation of monitoring systems for programs (conservation and public health) and the design and completion of program evaluations. Ms. Davis has worked with Pact Namibia and Synergos Institute Namibia on public health support projects, which involved the design, implementation and monitoring of institutional support processes and tools for key personnel, as well as coordination and networking bodies under the Ministry of Health and Social Services (MoHSS). As well as working in Namibia, she has experience working with CBNRM and allied development programmes in Botswana, Malawi, Mozambique, Uganda, Zambia, and Zimbabwe.

Uganda: Jindra Cekanova

Jindra Monique Cekanova is a political economist who has used participatory methods for 27 years to connect with interviewees, and has also led assessments, baseline and final evaluations, including food security and livelihoods during 13 years of running her own consulting firm for international development clients in the US, Czech Republic and abroad. The knowledge she has gained through her work has informed strategic planning content and facilitation, project design and organizational learning. She has led teams of consultants for clients such as USAID, the Bill and Melinda Gates Foundation, Johns Hopkins University and a range of non-profits. She uses Appreciative Inquiry for organizational and global learning as well as Rapid Rural Appraisal in 25 countries. Ms. Cekanova holds a Ph.D. and M.A.L.D. from the Fletcher School of Law and Diplomacy from Tufts University and a Bachelor of Arts from Gettysburg College in economics and Political Science.

South Africa: Benita Williams

Benita Williams is principal owner of a South African evaluation consultancy and has conducted education evaluations since 2001. One of the first evaluation assignments she participated in was an evaluation of the USAID funded District Development and Support Program which sought to improve the quality of educational delivery for grades 1 through 9 in about 600 schools. Since then, she has done educational evaluations for the Gauteng Education Development Trust, the Zenex Foundation, and UNICEF amongst others. Ms. Williams has academic training in the field of Research Psychology (University of Pretoria) and at Masters level. She completed various community development and research modules. In August 2009, she completed a three- year term as treasurer for the South African Monitoring and Evaluation Association (SAMEA) and in July 2010 completed a term as Executive Board member and secretary for the African Evaluation Association (AfrEA).

Local Education Specialists

The Local Education Specialist for each case study will work closely with the CSL and is responsible for providing content knowledge that informs the selection of the outcome, conducting high-level interviews, describing the context that informs data collection and analysis, informing the evaluation design and tool refinement, supporting the data analysis, and providing inputs and feedback on the Case Study Summary Report.

Ghana: Vitalis Agana

Vitalis Agana is a Ghanaian researcher with technical expertise in qualitative and quantitative research methods and data analysis, performance monitoring, quasi-experimental design in program evaluation, school-community relations, and capacity building. Mr. Agana's previous experience includes his work as Senior Research Officer conducting base line survey on the educational needs of girls and children with disabilities, Team Leader on base line study on the use of sanitation and hygiene facilities in school communities and other participation on research teams. Mr. Agana holds an M.Phil. degree in Development Management and a BA in Accounting and Sociology.

Namibia: Jane Shityuwete

Jane Shityuwete has 35 years' experience in the non-governmental and development sectors, the past 18 of which she has spent at top management level. She counts extensive knowledge and experience across all aspects of leadership, management and administration. She holds a lifelong interest in children and families, education, health/HIV, gender, counselling and human rights.

Uganda: Wilberforce Muhwana

Wilberforce Muhwana has more than 20 years of experience in the implementation of assignments for government, donors, local and international NGOs. Mr. Muhwana is experienced in implementing projects utilizing baseline surveys, monitoring and evaluation studies, impact assessments, policy analysis and strategic planning. Mr. Muhwana has coordinated and managed assignments for over 10 organizations including IFAD, EU, UNICEF, UNESCO, DFID, WWF and USAID. Mr. Muhwana is knowledgeable of the political, economic and social environment of many countries across sub-Saharan Africa. Mr. Muhwana holds a Masters Degree in Education from Makerere University.

South Africa: Vanessa Scherman and Patricia Sullivan

Vanessa Scherman has been a faculty member at the University of South Africa and the University of Pretoria. Her academic responsibilities have included supervising PhD students, and teaching both undergraduate and masters-level students. Both within South Africa and at the international level, Ms. Scherman has been extremely active in conferences and research workshops. Her research workshops, one of which took place at the University of London, have been centered on program evaluation and analysis methods. Ms. Scherman holds her PhD in Assessment and Quality Assurance from the University of Pretoria.

Patricia Sullivan is a highly experienced manager, educator, lecturer and facilitator. Ms. Sullivan has spent a large part of her working life assisting South African provincial and national departments of education and higher institutes of education to set up systems, structures, procedures and courses that have affected change either through large Organizational Development interventions, or through the introduction of innovative courses, or through discrete consulting activities. Ms. Sullivan's experience in conceptualizing interventions, designing and writing materials for new curricula, establishing non-government organizations and overseeing financial, administrative and educational work places her well to advise and support many different types of programs and structures. Ms. Sullivan holds her Masters Degree in Management in Human Resources from the University of the Witwatersrand in Johannesburg.

Home Office Support

Home Office support by the E3 Analytics and Evaluation Project team members will be provided to the core evaluation team, including quality control assurance, technical guidance, research assistance, quantitative and qualitative data analysis, administrative oversight, and logistical support. Designated

Research Managers from the Project's Home Office team will also be assigned to support each case study team, including conducting background research and analysis, participation in TPMs, coordination with the Activity Coordinator and Evaluation Team Leader, potential participation in in-depth data collection activities, and support for data analysis and reporting tasks.

ANNEXES

Annex A: Statement of Work

Annex B: Evaluation Methods by Question

Annex C: Case Study Selection Process

Annex D: Profiles of Activities Selected for Inclusion in the Study

Annex E: Research and Ethics Protocols

Annex F: Draft Research Instruments

Annex G: Draft Outline for Case Study Summary Reports

Annex H: Draft Outline for Final Evaluation Report

Annex I: CVs of Evaluation Team Members

Annex J: Bibliography

ANNEX A: STATEMENT OF WORK

Ex-Post Evaluation of Sustained Outcomes in USAID Programming

I. Activity Description

Through the 2010 Presidential Policy Directive on Global Development, the United States set forth a comprehensive development assistance policy focused on sustainable development outcomes that places a premium on broad-based economic growth, democratic governance, game-changing innovations and outcomes across a variety of sectors and development contexts. Aligned with this approach, USAID's Office of Learning, Evaluation and Research in the Bureau for Policy, Planning and Learning (PPL/LER) has embarked on an ex-post evaluation that will use a systems approach to retrospectively examine a portion of USAID's portfolio of completed programs, projects and activities to document when and under what programmatic and contextual circumstances intended, as well as unintended, outcomes have emerged and been sustained, and what role local systems have played in those results. While this study is intended to benefit USAID staff working in a variety of sectors, it will initially concentrate on a single field in order to enhance the likelihood that the evaluation will succeed in isolating factors, processes and contextual variables that are consistently present where outcomes are sustained but noticeably absent where they are not. To this end, PPL/LER's initial ex-post evaluation of sustained outcomes will focus on USAID basic education programming that ended prior to the study period.

2. Development Hypothesis

Regardless of the sector in which USAID invests, sustainable outcomes depend on continued support from local actors and systems. USAID's recent paper, *Local Systems: A Framework for Supporting Sustained Development*,¹⁴ underlines the importance of effectively embedding outcomes that are intended to be durable in local systems.

In this context, the development hypothesis for the evaluation of sustained outcomes is conceptually simple: development interventions work within, are influenced by, and influence systems, and a combination of programmatic, contextual and systems factors align to determine the nature of developmental change.

Figure 1 graphically depicts this hypothesis.

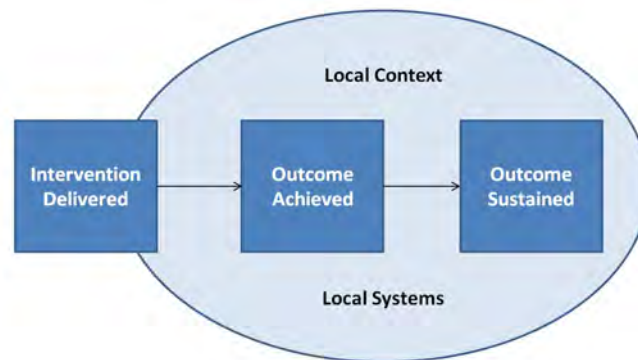
Sustainable Outcomes Rely on Local Systems

The focus on local systems is rooted in the reality that achieving and sustaining any development outcome depends on the contributions of multiple and interconnected actors. Building the capacity of a single actor or strengthening a single relationship is insufficient. Rather, the focus must be on the system as a whole: the actors, their interrelationships and the incentives that guide them. Realizing improved development outcomes emanates from increasing the performance of multiple actors and the effectiveness of their interactions. And sustaining development outcomes depends on the sustainability of the local system – specifically, its built-in durability and adaptability that allows actors and their interrelationships to accommodate shocks and respond to changing circumstances.

USAID Local Systems Framework (2014)

¹⁴ See: <http://www.usaid.gov/sites/default/files/documents/1870/LocalSystemsFramework.pdf>

Figure 1: Development Hypothesis for Sustainable Outcomes Evaluation



3. Existing Information Sources

Significant research exists to understand sustainable development in the fields of conservation and the environment, but little equivalent analysis has been undertaken of the factors contributing to sustained outcomes, as the term will be used in this evaluation and in the systems context. However, the evaluation team should review several USAID sources of information and analysis developed both specifically in preparation for this evaluation as well as more generally, and build upon these where needed. A list of potential sources of information that can contribute to this evaluation is presented below.

Resources, Studies and Analysis

Several resources have been identified as relevant to the evaluation design and implementation, and they are listed below. The evaluation team should continue to look for relevant resources. During concept paper development, the evaluation management team should also reach out to USAID staff for input on potential country selection and other decisions related to targeting the evaluation.

In late 2014 and early 2015, USAID commissioned several small analytic pieces through the E3 Analytics and Evaluation Project that will contribute to this evaluation, including literature reviews of relevant topics and a pattern analysis of USAID basic education programming. These documents, which are listed below, will provide the evaluation team with relevant information that will contribute to the design and implementation of the evaluation.

- *Pattern Analysis of USAID Basic Education Activities, 1974–2010 (2015)*
- *Literature Review: Sustainable Outcomes in Basic Education (2015)*
- *Literature Review: Sustainable Outcomes and the Systems Field (2015)*
- *Literature Review: Defining Sustainability in International Development (2015)*

USAID also convened an advisory group composed of a diverse collection of experts to discuss potential evaluation approaches, methods and challenges, and prepared a transcript of these discussions. Key recommendations from the consultation should be considered during evaluation design and implementation.

- *Transcript of Evaluation Advisory Group Online Consultation (2015)*

Background Studies of USAID Basic Education Assistance

USAID and others, including the Government Accountability Organization, have undertaken several studies reviewing the Agency's basic education programming that may be relevant to this evaluation, and are listed below.

- [*An Analysis of USAID Assistance to Basic Education in the Developing World, 1990-2005*](#) (EQUIP2 2009)
- [*A.I.D.'s Investment in Basic Education: a Description of Current Activities*](#) (1993)
- [*Overview of USAID Basic Education Programs in Sub-Saharan Africa III*](#) (2001)
- [*Overview of USAID Basic education programs in sub-Saharan Africa II*](#) (1995)
- [*Overview of A.I.D. basic education programs in sub-Saharan Africa*](#) (1993)
- [*Choosing the best way to provide assistance: the implication of project and non-project assistance modalities for aid effectiveness*](#) (DeStefano, 2011)
- [*Enhanced Coordination and Better Methods to Assess the Results of U.S. International Basic Education Efforts are Needed*](#) (GAO-07-523) (2007)

USAID has developed principles and strategies and captured lessons learned relating to systems thinking that should be used to inform the evaluation, including the documents listed below.

- [*Local Systems: A Framework for Supporting Sustained Development*](#) (2014)
- [*Attending to Interrelationships, Perspectives, and Boundaries: A Complexity-Aware Monitoring Principle*](#)¹⁵ (2014)
- [*New Directions in Local Capacity Development: Embracing a Systems Perspective*](#)¹⁶ (2013)
- Discussion Note: [*Complexity-aware monitoring*](#) (2013)

Additional Sources

Additional sources of information developed by USAID and other partners that may inform the evaluation include:

- Educational performance data for host countries or regions, such as attendance, government investment in educational approaches, sectors or pedagogies, student attainment scores and general population perception surveys.
- Relevant political and socio-economic data sets, e.g. levels of conflict, gender analysis (as defined by USAID Automated Directives System [ADS] 205), Gini coefficients, GDP, social capital indexes.
- Aid dependency and USAID investment as a dollar proportion of foreign aid into an education 'system', or ministry.
- USAID's Knowledge Services Center (which is only accessible by USAID staff) may also support the development of a bibliography of additional key documents for the pattern analysis.

As the evaluation is expected to analyze whether outcomes from USAID basic education activities have been sustained, data sources associated with individual USAID activities and country-level education data will also likely be utilized. Annex I provides an illustrative list of such data sources that may be included in the document review.

¹⁵ Available at: <http://usaidlearninglab.org/sites/default/files/resource/files/Systemic%20Monitoring%20IPB%202014-09-25%20FINAL.pdf>

¹⁶ Available at: http://usaidlearninglab.org/sites/default/files/resource/files/new_directions_lcd.pdf

4. Evaluation Purpose, Audience and Intended Use

Evaluation Purpose

The evaluation will have two purposes:

- The primary purpose of the evaluation will be to identify factors that contribute to sustained outcomes from international development interventions. These factors will encompass programmatic characteristics (including in the design, management and implementation, monitoring and evaluation (M&E) and learning of projects) and contextual features, including local systems. The evaluation will assess if outcomes were sustained whether or not they were intended by USAID.
- A secondary purpose of the evaluation will be to record and learn lessons from the process of designing and implementing an ex post evaluation taking a systems approach

Evaluation Audience

The primary audience for the evaluation is USAID/PPL. Other audiences will include individuals involved in the design, implementation and M&E of international development projects and USAID Missions more generally. While the evaluation may be of special interest to USAID staff who work on basic education programs, the evaluation findings on factors that influence whether outcomes are sustained should be of more general interest to the Agency – including USAID staff working in areas other than education.

Intended Use

The evaluation will be used by PPL to inform program cycle guidance and tools related to the future design, implementation and M&E of projects and activities. This may include, but not be limited to changes in USAID's approach to sustainability analysis during project design and guidance identifying factors that may foster sustainability in project designs and implementation.

5. Evaluation Questions

The following evaluation questions (EQs) will guide this study:

- EQ 1: Were USAID-intended outcomes sustained?
- EQ 2: What other outcomes resulted from the project (positive/negative) and were these outcomes sustained?
- EQ 3: What has contributed to or hindered sustaining the outcomes?
- EQ 4: How are the outcomes perceived and valued by those with significant stakes in the project?

Two operational definitions are provided below to ensure a common understanding of these questions:

- **“Outcomes”** – For the purposes of EQ 1, “outcomes” represent high-level objectives of USAID project(s). In the basic education sector, these could include outcomes such as improved education quality, improved literacy and numeracy, improved access to education for primary aged students, etc. The evaluation design will likely select an outcome to focus and target the evaluation planning, but the evaluation itself will be open to other outcomes, intended and unintended, that may have resulted from USAID activities.
- **“Sustained”** – For the purposes of these EQs, “sustained” refers to the ability of a local system to produce desired outcomes over time. Discrete projects contribute to sustainability

when they strengthen the system's ability to produce valued results and its ability to be both resilient and adaptive in the face of changing circumstances (USAID Local Systems Framework). The determination as to whether an outcome has been sustained will be decided on a case-by-case basis on the totality of the evidence at the conclusion of field work, and contribution rather than attribution will be the guiding principle as to whether sustainability can be linked to project efforts.

6. Gender Considerations

The evaluation will specifically consider the extent to which outcomes were achieved and sustained with respect to women and girls. Gender-specific and differential access to project services, women/girl's participation in project activities, and women/girl's benefits/results should be explored for each evaluation question, using methods specific to that task as required. Where gender-specific performance was an aspect of USAID's project design or set of intended outcomes, performance in relation to targets should be examined. Given the systems dimension of this evaluation, the evaluation team is also encouraged to examine differential perceptions of the value of outcomes in beneficiary and other stakeholder communities, along with differences in the willingness/interest of community and education system leaders to invest in sustained outcomes for girls and boys separately as well as together.

At a minimum, this will require that data be disaggregated from a gender perspective, with specific research on why gender-differential effects (e.g., gender-specific access, participation, results, or benefits) do or do not exist.

7. Evaluation Design and Methods

To capture the influence of local systems, USAID anticipates that the evaluation design will take a systems approach to identifying and understanding multiple perspectives and factors and include a variety of qualitative and quantitative data collection and analysis methods. Findings may be organized as country-specific case studies of USAID basic education activities. Findings will also be presented in a synthesized manner that will allow for identifying differences and common factors across contexts. Other approaches may also be applied.

The evaluation team responding to this Statement of Work will propose a comprehensive design for addressing the evaluation questions and will address how choices will be made related to selecting country/geographic and basic education outcomes or activities to maximize the ability of the evaluation to develop findings based in evidence and that will be relevant to the broadest possible range of development activities.

Within this design, the evaluation team will select the best and most rigorous methods for data collection to identify the factors that contribute to sustained outcomes. Annex 2 provides an illustrative analytical framework for the evaluation with potential data collection methods, to be further developed by the evaluation team.

8. Data Analysis Methods

The evaluation will use a variety of data analysis methods as appropriate to the mixed-methods nature of the evaluation research. The evaluation team will select the best and most rigorous analysis methods possible to identify the factors that contribute to sustained outcomes. Possible data analysis methods are included in the illustrative analytical framework in Annex 2.

9. Strengths and Limitations

It is expected that the evaluation will confront a number of challenges, many of which are inherent to retrospective evaluations and the inductive nature of the research that is anticipated for this study.

- There may be a small number of potential activities appropriate for the evaluation. This may provide limited options for including projects that are representative of the universe of USAID activities in basic education and other sectors.
- Where activities selected for the evaluation have insufficient contemporaneous analysis and documentation demonstrating that outcomes were achieved, this will hinder the assessment of whether outcomes have been sustained.
- Where contemporaneous project documentation and interviews with project stakeholders do not provide sufficient information on characteristics of project delivery, this will limit the analysis of the extent to which project characteristics have contributed to sustained outcomes.
- Recall data is generally considered to be less than fully reliable.¹⁷ Given the nature of this evaluation, much of the information that the evaluation team will collect will be of this nature.
- Across country studies, the evaluation team will iteratively develop a sustainability hypothesis and may accordingly adapt research instruments to test this evolving hypothesis. Any adaptation of the research instruments will need to consider and mitigate the potential to hinder the comparison of research findings across the countries.
- The evaluation will focus on basic education projects. Findings, therefore, may not be generalizable to all USAID activities, whether in basic education or other sectors.

10. Deliverables

It is expected that the evaluation team will be responsible for the following deliverables. A final list of deliverables including specific due dates will be proposed in the Evaluation Design Proposal to be prepared by the evaluation team. The estimated due dates below provide an illustrative indication of the overall timeline for the evaluation.

Deliverable	Estimated Due Date
1. Evaluation Concept Paper, including preliminary methodological options.	o/a 30 days from USAID approval of the evaluation SOW
2. Evaluability Assessment, including recommendations for the selection of countries and projects for analysis based on feasibility of answering the evaluation questions.	o/a July 2015
3. Evaluation Design Proposal, including description of the evaluation methodology, drafts of data collection instruments and sampling plan, as relevant	o/a August 2015
4. Country-specific evaluation reports	October 2015 – January 2016
5. Draft Evaluation Report	o/a March 2016
6. Oral presentation(s) of key findings Draft Evaluation Report for USAID and invitees	o/a March 2016
7. Findings Workshops to Inform Conclusions	April – May 2016

¹⁷ “Research tells us that 20% of critical details of a recognized event are irretrievable after one year from its occurrence and 50% are irretrievable after 5 years.” Bradburn N, Rips L, Shevell S. Answering autobiographical questions: The impact of memory and inference on surveys. *Science, New Series* 1987; 236(4798):157-161.

Deliverable	Estimated Due Date
8. Final Evaluation Report	o/a June 2016
9. Oral presentation(s) of key findings and from Final Evaluation Report for USAID and invitees	o/a June 2016
10. Short Summary of Findings (1 – 5 pages) with an infographic if appropriate	o/a July 2016
11. Summary Briefing on the study methodology and findings for future use of this type of evaluation approach	o/a July 2016

All documents and reports will be provided electronically to USAID no later than the dates indicated in the approved Evaluation Design Proposal unless exceptions are approved in advance. All qualitative and quantitative data will be provided in electronic format to USAID either by email or by other medium, depending on the size of the files being provided. All debriefs will include a formal presentation with slides delivered both electronically and in hard copy for all attendees.

Prior to the submission of the Evaluation Design Proposal, the evaluation team will discuss with USAID whether its preliminary dissemination plan for this evaluation indicates other deliverables that should be prepared, such as translation of evaluation materials into other languages and additional presentations or workshops. Such additions as agreed with USAID will then be included in the Evaluation Design Proposal.

II. Team Composition

The evaluation will be delivered by a core evaluation team supported by technical and administrative U.S.-based or local evaluation and project management specialists. The evaluation will also feature teams that will conduct research in specific countries and with respect to specific projects. Where possible, the majority of the country teams should be composed of locally-hired evaluation or sector experts from the country where the study is taking place.

Evaluation Team

It is anticipated that the core evaluation team will consist of a Team Leader, an Evaluation Specialist, an Education Specialist or specialist in education systems, and two research analysts.

Team Leader

The evaluation Team Leader will have extensive experience leading multi-disciplinary teams conducting field research of complex projects, and should also have experience with the application of systems thinking and systems research methodologies. The Team Leader will be responsible for managing the research conducted by the country research teams and ensuring that it is aligned to the overall objectives of the evaluation.

The Team Leader, supported by the other members of the evaluation team, will also be responsible for: (1) developing the overarching research framework for the study, (2) developing generic research instruments for application with adaptation in the case studies, (3) conducting analysis and synthesis of the results of the various strands of research to answer the evaluation questions, and (4) drafting the Final Evaluation Report and other deliverables.

Evaluation Specialist

The Evaluation Specialist will have experience conducting field research of complex projects and applying systems thinking and systems research methodologies, especially in the context of retrospective studies. The Evaluation Specialist will support the Team Leader to iteratively develop the hypotheses of sustainability and the overarching research framework. The Evaluation Specialist will also work with the evaluation and country research teams to develop research instruments that can be adapted for specific country contexts and will contribute to the analysis and synthesis of the various strands of research and to the drafting of the Final Evaluation Report and other deliverables.

Education Specialist

The Education Specialist will have extensive experience in the design and implementation of basic education programs in the international development context. The Education Specialist will provide technical expertise during the evaluation to identify sources of information on education outcomes and to develop the hypotheses of sustainability contributing to the overarching research framework. The Education Specialist will also contribute to the analysis and synthesis of the various strands of research and to the drafting of the Final Evaluation Report and other deliverables.

Research Analysts (x2)

Research Analysts will analyze data collected by the various strands of research to identify trends or patterns that support the hypotheses of sustainability iteratively developed throughout the evaluation and to develop new hypotheses.

Country Research Teams

It is anticipated that the country research teams will each consist of a Research Lead, a Country Education Expert and two to four Research Specialists or Project Assistants. It is expected that all or most of the country research team members will be locally-hired country nationals. Members from the core evaluation team may participate in the field work, as well as USAID headquarters staff.

Research Lead

The Research Lead will be an evaluation and research specialist with extensive experience leading multi-disciplinary teams conducting field research of complex projects. The Research Lead will be responsible for managing the country research team and for developing a research framework and data collection instruments for case study that nest within and are consistent with the overarching research framework for the evaluation. The Research Lead, with support from the other members of the Country Research Team, will also conduct primary research and analysis in accordance with the research framework for the study, develop and adapt the sustainability hypotheses for their specific unit of study and will be responsible for drafting a Case Study Report and contributing to other deliverables as directed by the Evaluation Team Leader. The Research Lead may be an international, regional or local hire... The same person could be the research lead for more than one country research team.

Country Education Expert

The Country Education Expert is likely a local hire with have extensive expertise and experience with respect to the education system of the country in which the study is conducted, whether through the delivery or study of education provision in the country. It is suggested that the Country Education Expert have strong social science research experience. The Country Education Expert will support the Research Lead to develop the research framework and data collection instruments for case study and will conduct primary research and analysis in accordance with this research framework. The Country

Education Expert will also contribute to the drafting of the Case Study Report and other deliverables as directed by the Research Lead.

Research Specialists and Project Assistants (2 – 4)

Depending on the intensity and breadth of research, the evaluation team will also include up to four Research Specialists and/or Project Assistants who will likely be hired locally and who will contribute substantially to the planning, logistics, data collection (interviews, site visits, etc.), data analysis and presentations/debriefs being conducted for the country study. They will provide country context for the studies and relevant subject matter knowledge or evaluation expertise, as required. They may also be asked to provide translation or logistical support, if needed by the evaluation team.

12. USAID Participation

USAID/PPL expects to be highly engaged with the evaluation team to ensure a collaborative approach to the design and implementation of this research. Throughout the design and implementation process, PPL/LER and the evaluation team will meet regularly to consider options for the evaluation and agree on the focus and approaches for the design and delivery of the evaluation. The desirability of USAID participation in the research field work will be considered and agreed at the appropriate time.

At the conclusion of field research, USAID and the evaluation team will consider the data and findings from the research and, through a collaborative approach and methodology that may include a series of workshops with various stakeholders, they, will construct and agree on conclusions for the evaluation as a whole that are substantiated by the findings.

13. Scheduling and Logistics

The design and implementation of this evaluation is expected to be carried out from o/a May 2015 to July 2016. A preliminary timeline is included below. The evaluation team will prepare an Evaluation Design Proposal including a more detailed schedule with specific dates of completion for tasks and deliverables under this evaluation.

Estimated Evaluation Timeline (2015-2016)

Task/Deliverable	May	Jun- July	Aug- Sept	Oct- Nov	Dec- Jan	Feb- Mar	Apr- May	June- July
Evaluation Concept Paper								
Case Study Selection/ Assessment Phase								
Evaluation Design Proposal								
Pilot Country Study Field Work								
Country Study Field Work								
Data Analysis								
Collaborative development of Conc. & Rec.								
Report Drafting								
Draft Evaluation Report								
Final Evaluation Report								
Summary Briefing								

14. Reporting Requirements

The format of the evaluation report should follow USAID guidelines set forth in the USAID Evaluation Report Template (<http://usaidlearninglab.org/library/evaluation-report-template>) and the How-To Note on Preparing Evaluation Reports (<http://usaidlearninglab.org/library/how-note-preparing-evaluation-reports>).

The final version of the evaluation report will be submitted to USAID and should not exceed 30 pages, excluding references and annexes.

All members of the evaluation team should be provided with USAID's mandatory statement of the evaluation standards they are expected to meet, shown in the following text box below, along with USAID's conflict of interest statement that they sign where necessary before field work starts.

USAID EVALUATION POLICY, APPENDIX I

CRITERIA TO ENSURE THE QUALITY OF THE EVALUATION REPORT

- The evaluation report should represent a thoughtful, well-researched and well organized effort to objectively evaluate what worked in the project, what did not and why.
- Evaluation reports shall address all evaluation questions included in the scope of work.
- The evaluation report should include the scope of work as an annex. All modifications to the scope of work, whether in technical requirements, evaluation questions, evaluation team composition, methodology or timeline need to be agreed upon in writing by the technical officer.
- Evaluation methodology shall be explained in detail and all tools used in conducting the evaluation such as questionnaires, checklists, and discussion guides will be included in an Annex in the final report.
- Evaluation findings will assess outcomes and impact on males and females.
- Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.).
- Evaluation findings should be presented as analyzed facts, evidence and data and not based on anecdotes, hearsay or the compilation of people's opinions. Findings should be specific, concise and supported by strong quantitative or qualitative evidence.
- Sources of information need to be properly identified and listed in an annex.
- Recommendations need to be supported by a specific set of findings.
- Recommendations should be action-oriented, practical, and specific, with defined responsibility for the action.

15. Budget

The evaluation team will propose a notional budget in its Concept Paper for this evaluation, including cost implications of the methodological options proposed. A full detailed budget will then be prepared and included in the Evaluation Design Proposal for USAID's approval.

Annex I: Illustrative List of Performance Information Sources

The evaluation will likely analyze the sustainability of basic education outcomes associated with individual USAID activities, although country-level information is also expected to be utilized. The selection of countries and activities for the evaluation will take place during the evaluation design phase. Therefore, it is not feasible to identify a detailed list of existing performance information sources at this time. However, an indicative list of potential sources is included below.

Potential Intervention-Level Performance Information Sources

- Final impact or performance evaluation reports
- Interim or special evaluation reports
- Project management reports
- Office of the Inspector General audit reports
- Project monitoring reports and indicators
- Project/Program/Activity design documents
- Grant/Loan documents
- Research reports (e.g., baseline studies)

Country-Level or Agency Performance Information Sources

- UNESCO Education for All Global Monitoring Report
- OECD Key Indicators for Education
- UN Human Development Report
- UN Millennium Development Goals Database
- UN World Population Prospects
- UNESCO Institute for Statistics
- UNESCO IBE - World Data on Education, 6th edition
- World Bank EdStats Database
- World Bank Health, Nutrition and Population Database
- World Bank GenderStats Database
- World Bank World Development Indicators
- National Education Management Information System (EMIS) data
- GAO reports
- USAID regional or sector reports or audits

The evaluation should also rely on information sources not specifically focused on project performance, including socio-political and cultural studies and assessments conducted by academics, NGOs and international donors including USAID.

Annex 2: Illustrative Analytical Framework for the Evaluation

Evaluation Questions	Data Sources	Data Collection Methods	Sampling or Selection Plan	Data Analysis Methods
EQ 1: Were USAID-intended outcomes sustained?	<ul style="list-style-type: none"> – Project documentation and evaluation reports – USAID current and previous staff – Project staff – Nat'l education stakeholders – Project beneficiaries – Nat'l EMIS – Other int'l donors/NGOs 	<ul style="list-style-type: none"> – Document review – Secondary data collection – Semi-structured interviews – Focus Groups or Group Interviews – Surveys – Outcome Harvesting – Process Tracing – Education Assessments (e.g. EGRA) 	<ul style="list-style-type: none"> - Purposeful - Snowball - Stratified Random 	<ul style="list-style-type: none"> - Triangulation - Descriptive Statistics - Quantitative Content Analysis
EQ 2: What other outcomes resulted from the project (positive/negative) and were these sustained?	<ul style="list-style-type: none"> – Project documentation and evaluation reports – USAID current and previous staff – Project staff – Nat'l education stakeholders – Community stakeholders – Project beneficiaries – Other int'l donors/NGOs 	<ul style="list-style-type: none"> – Document review – Semi-structured interviews – Focus Groups or Group Interviews – Outcome Harvesting – Process Tracing – Outcome Harvesting – Secondary data collection 	<ul style="list-style-type: none"> - Purposeful - Snowball - Simplified or stratified sampling 	<ul style="list-style-type: none"> - Triangulation - Quantitative Content Analysis
EQ 3: What has contributed to or hindered sustaining the outcomes?	<ul style="list-style-type: none"> – Project documentation and evaluation reports – USAID current and previous staff – Project staff – Nat'l education Stakeholders – Community stakeholders – Project beneficiaries – Other int'l donors/NGOs – Nat'l, regional and local budget and financial reports 	<ul style="list-style-type: none"> – Document review – Semi-structured interviews – Focus Groups or Group Interviews – Surveys – Outcome Harvesting – Process Tracing – Secondary data collection 	<ul style="list-style-type: none"> - Purposeful - Snowball - Simplified or stratified sampling 	<ul style="list-style-type: none"> - Triangulation - Inferential Statistics - Quantitative Content Analysis - Qualitative Content Analysis - Analytical Induction - Qualitative Comparative Analysis - Causal Loop Diagrams
EQ 4: How are the outcomes perceived and valued by those with significant stakes in the project?	<ul style="list-style-type: none"> – Project staff – Nat'l education stakeholders – Community stakeholders – Project beneficiaries 	<ul style="list-style-type: none"> – Secondary data collection – Semi-structured interviews – Focus Groups or Group Interviews – Surveys 	<ul style="list-style-type: none"> - Purposeful - Snowball - Simplified or stratified sampling 	<ul style="list-style-type: none"> - Triangulation - Descriptive Statistics - Quantitative Content Analysis

Evaluation Questions	Data Sources	Data Collection Methods	Sampling or Selection Plan	Data Analysis Methods
	<ul style="list-style-type: none"> – Nat'l orgs. (priv. groups, NGOs, CSOs, etc.) – Historical public records, media reports, etc. 			<ul style="list-style-type: none"> - Qualitative Content Analysis

ANNEX B: POTENTIAL EVALUATION METHODS BY QUESTION

Evaluation Questions	Type of Answer	Data Sources	Data Collection Methods	Data Analysis Plan
EQ 1: Were USAID-intended outcomes sustained?	Descriptive – Comparison of intended outcomes at end of activity and subsequent periods	<ul style="list-style-type: none"> - Activity docs. & evaluation reports - USAID current & previous staff - Activity implementation staff - Education stakeholders (gov't officials, teachers, NGOs, PTAs, religious orgs., etc.) - Activity beneficiaries - Nat'l EMIS - Other int'l donors/NGOs 	<ul style="list-style-type: none"> - Review of documents & administrative data - Semi-structured interviews - FGDs - Outcome harvesting workshops - Surveys or learning assessments 	<u>Within each Case Study</u> <ul style="list-style-type: none"> - Triangulation of evidence - Descriptive statistics - Rubric Analysis
EQ 2: What other outcomes resulted from the activity (positive/negative) and were these sustained?	Descriptive	<ul style="list-style-type: none"> - Activity docs. & evaluation reports - USAID current & previous staff - Activity implementation staff - Education stakeholders (gov't officials, teachers, NGOs, PTAs, religious orgs., etc.) - Community stakeholders - Activity beneficiaries - Other int'l donors/NGOs 	<ul style="list-style-type: none"> - Review of documents & administrative data - Semi-structured interviews - FGDs - Outcome harvesting workshops 	<u>Within each Case Study</u> <ul style="list-style-type: none"> - Triangulation of evidence - Rubric Analysis
EQ 3: What has contributed to or hindered sustaining the outcomes?	Descriptive – Typologies of the influential factors across cases.	<ul style="list-style-type: none"> - Activity docs. & evaluation reports - USAID current & previous staff - Activity implementation staff - Education stakeholders (gov't officials, teachers, NGOs, PTAs, religious orgs., etc.) - Community stakeholders - Activity beneficiaries - Other int'l donors/NGOs - Nat'l, regional & local budget and financial reports 	<ul style="list-style-type: none"> - Review of documents & administrative data - Semi-structured interviews - Outcome harvesting workshops 	<u>Cross-Case</u> <ul style="list-style-type: none"> - Qualitative Content Analysis - Explanation Building <u>Within each Case Study</u> <ul style="list-style-type: none"> - Triangulation of evidence - Rubric Analysis - Stakeholder Mapping - Social Network Analysis
EQ 4: How are the outcomes perceived and valued by those with significant stakes in the project?	Descriptive	<ul style="list-style-type: none"> - Project staff - Nat'l education stakeholders - Community stakeholders - Project beneficiaries - Nat'l orgs. (e.g. priv. groups, NGOs, CSOs) - Historical public records, media reports etc. 	<ul style="list-style-type: none"> - Semi-structured interviews - FGDs 	<u>Within each Case Study</u> <ul style="list-style-type: none"> - Triangulation of evidence - Stakeholder Mapping - Rubric Analysis

ANNEX C: CASE STUDY SELECTION PROCESS

Introduction

The E3 Analytics and Evaluation Project team and USAID applied a structured process for selecting USAID basic education activities for inclusion in the evaluation. This process involved conducting an evaluability assessment (EA) of USAID basic education activities implemented during the study period to identify those activities for which outcome sustainability could potentially be assessed. Following the EA, USAID then selected specific activities for inclusion based upon considerations of project duration, intensity and aid modality – factors selected to provide the most useful information for informing USAID activity planning in the future.

Evaluability Assessment

In order to identify cases appropriate for inclusion in the evaluation, the Project team conducted an EA with the following intended objectives:

- Identify activities for which there is evidence on the extent to which the activity achieved its outcomes – a prerequisite for having sustained outcomes.
- Describe key activity characteristics (e.g., location of implementation, duration, value, intended outcomes, outcomes achieved, intermediate objectives, target beneficiaries, assistance modalities, theory of change).
- Assess the extent to which evidence exists regarding activity design and delivery to further understand how these factors influenced whether the systems maintained and adapted and if the outcomes were sustained.

Activity Identification

The Project team and USAID had agreed that the evaluation would consider for inclusion in the case study research only those activities that satisfy the following conditions:

- Were focused on basic education as defined in the Clarification of Basic Education Earmark (USAID 2009).¹⁸
- Were completed between the years 2000 and 2010.
- Had a period of performance of two years or greater – as it is less likely that there will be evidence of sustained outcomes from shorter activities.

The Project team identified the population of USAID basic education activities completed during the study period by:

- Reviewing the findings and underlying data from the *Pattern Analysis of USAID Basic Education Activities, 1974–2010* (2015).
- Conducting searches on USAID’s Development Experience Clearinghouse (DEC) for non-project assistance and government-to-government assistance delivered during the study period.
- Conducting research and soliciting information from USAID/E3’s Education Office, as required.

¹⁸ “[A]ll program and policy efforts aimed at improving pre-primary education, primary education, secondary education (delivered in formal or non-formal settings), and in programs promoting learning for out-of-school youth and adults. Capacity building for teachers, administrators, counselors, and youth workers is included. Basic education includes literacy, numeracy, and other basic skills development for learners. The common thread among these elements is that they help learners gain the general skills and basic knowledge needed to function effectively in all aspects of life.” Available at http://pdf.usaid.gov/pdf_docs/PDACN909.pdf.

The *Pattern Analysis of USAID Basic Education Activities* identified 84 activities that satisfied the three criteria outlined above. During the course of the EA, additional information was identified that excluded 5 of these activities from consideration and an additional 16 activities were identified that merited assessment. In total, 95 activities were analyzed for inclusion in the study.

Review, Coding and Analysis Methodologies

The EA team coded each USAID basic education activity that met the preliminary inclusion criteria according for 26 discrete types of information. Following the document review and coding, the EA team applied several criteria to identify viable activities for inclusion in the evaluation – based solely upon the information available from the activity documentation. These criteria are outlined below.

- **Criterion 1: Basic Education Outcomes of Interest** - The EA team first did a review to identify activities for which the highest-level objective of the activity represented a basic education outcome of interest (e.g., related to student learning, attendance, enrollment) for which baseline and endline indicator monitoring data were available – either in the activity final report or a final evaluation.
- **Criterion 2: Measurable Change in Outcome of Interest** - For those activities that satisfied the first criterion, the EA team then reviewed the indicator monitoring data to assess whether there was a measurable improvement in reliable data representing the achievement (or partial achievement) of the basic education outcome.

For those activities that satisfied these first two criteria, the EA team then included (on a holistic basis) three additional criteria in considering whether to recommend an activity for inclusion in the evaluation.

- **Criterion 3: Evidence of Activity Contribution** – The team assessed whether there existed a performance or impact evaluation that provided evidence that the activity contributed to the measurable improvement in the outcome indicator.
- **Criterion 4: Conflict Dynamics in Activity Countries** – Per agreement with USAID, the evaluation is unlikely to include activities that were implemented in a country that is currently or has recently undergone a period of conflict, war or significant civil strife, as national education data are likely to be poor or unavailable in such countries and displacement of persons will make the assessment of sustained outcomes problematic.
- **Criterion 5: Activity Documentation** – Activities for which there is a lack of documentation describing activity implementation are unlikely to be included in the evaluation

Identification of Viable Activities for Inclusion in the Evaluation

For the majority of activities, the available documentation did not articulate a basic education outcome, did not articulate indicators for measuring the achievement of a basic education outcome, or could not evidence a measurable change in indicators for which data were collected. Of the 95 activities for which documents were analyzed, only 20 satisfied the first 2 criteria and were considered for inclusion in the study.

To ensure that all activities for which sufficient data exist were considered, the EA team also subjected to a second round of consideration any activities for which both a final end-of-activity report and a final evaluation report existed, regardless of whether they satisfied the first two criteria in the initial review. This increased the total number of activities subject to a second assessment to 26.

Based upon the consideration of Criteria 3 through 5, the EA team identified the following 13 activities as viable for inclusion in the evaluation:

- District Development Support Program (SABER III) (1998 – 2003)

- Djibouti Assistance to Education Project (AIDE) – Phases I, II and III (2003-2009)
- Ghana Quality Improvement in Primary Schools (QUIPS) program (1996-2004)
- Guatemala Comunidades Mayas Alfabetizadas (COMAL) (1998-2002)
- Guatemala Access to Intercultural and Bilingual Education Project (PAEBI) (1999-2005)
- Jamaica New Horizons for Primary Schools, Phases I and 2 (1998- 2005)
- Malawi Primary School Support Program: A School Fees Pilot (2006-2009)
- Malawi Teacher Training Activity (2004-2008)
- Morocco Education for Girls (1997-2003)
- Namibia Basic Education Support Project, Phases II and III (1999-2009)
- Improve the Education of Girls in Niger (IMAGINE) (2008-2010)
- Inclusion of Vietnamese with Disabilities (IVWD) Program, Phase II (2005-2010)
- Support for Uganda Primary Education Reform (SUPER) (1993 – 2001)

Case Selection

In selecting the four activities for case study research from those identified above (which are profiled in Annex D), USAID prioritized activities that were larger in dollar amount and longer in duration, and which included multiple interventions within the education sector. A final consideration was the extent of partnership with local governments and other local partners. Of the cases not selected from the list above, these often had very narrow scopes, did not include a focus on primary school age beneficiaries or, as in the case of the Niger activity, were MCC Threshold Projects.

A fifth activity in Malawi (Primary School Support Program, 2006 – 2009) was also initially selected for case study research, but USAID and the evaluation team made the determination to drop this case from the evaluation largely for logistical reasons, including:

- The activity type was quite different in scope and geographic focus from the activities being examined for the other four cases;
- The IRB requirements for Malawi would add additional time and cost to the overall evaluation;
- Recruiting a Case Study Lead for Malawi proved to be difficult; and
- Particularly given the above points, the field research portion for the Malawi case might place undue burden on the already limited bandwidth of USAID/Malawi staff.

ANNEX D: PROFILES OF ACTIVITIES SELECTED FOR INCLUSION IN THE STUDY

Ghana Quality Improvement in Primary Schools (QUIPS) program

Country of Implementation:	Ghana
Period of Performance:	1996 - 2004
Activity Value:	\$51,800,000 PA \$6,000,000 NPA
Implementing Partners:	<p>There were PA and NPA components of this program.</p> <p>NPA Implementer: Government of Ghana - Ministry of Education</p> <p>PA Implementers:</p> <ol style="list-style-type: none"> Community School Alliances Component: <ul style="list-style-type: none"> Education Development Corporation, Inc. (EDC) SAVE the Children, U.S. CARE International Improving Learning through Partnerships Component: <ul style="list-style-type: none"> Academy for Educational Development (AED) American Institutes for Research (AIR) Aurora Associates, Inc. Catholic Relief Services (CRS) supported both local communities and schools in the three northern regions. It provided training and technical assistance similar to what was being delivered by CSA and ILP in the south.

Activity Summary

In 1997 USAID/Ghana began a multilevel program of assistance to help improve schooling effectiveness. Like PREP, USAID's Basic Education Strategy from 1997 to 2004 was to support the Government of Ghana's continuing reform, known as Free Compulsory Universal Basic Education (fCUBE). The essence of the 1997–2004 Basic Education Strategy was to demonstrate the conditions required for effective and sustainable primary education and to replicate the successful elements in a national Model Schools Program that came to be known as Quality Improvement in Primary Schools (QUIPS).

The QUIPS model dealt simultaneously with policy reform and with school and community development, emphasizing the following objectives:

- improving the quality of teaching and learning;
- building capacity for decentralized school management;
- increasing community involvement in schools; and
- improving the physical learning environment.

Project assistance (PA) in the amount of US\$51.8 million provided extensive technical assistance and training for teaching staff and community members in 367 school communities (three in each of 110 districts) with a two-year cycle of intervention for each school-community.

The 367 schools were grouped into six cohorts that entered the QUIPS program each year for a 24-month period of service. Management technical assistance and training were provided to district education officials in all 110 districts, to officials from the Planning, Budgeting, and Monitoring and Evaluation (PBME) Department of the MOE and to GES headquarters officials.

High-Level Objective(s) (education related):	Strategic Objective 2: Increased Effectiveness of the Primary Education System
Relevant HLO Indicators Achieved:	<p>Indicator 2.1: Percentage of pupils participating in QUIPS schools passing the Criterion Referenced Test (CRT) in English and in math. → The CRT was discontinued in 2001. Therefore, results comparing partnership schools to the nation were available only in 2000. At this time, pupils in the partnership schools did show an achievement advantage on the CRT compared to the nation, with scores 3.6% higher in English and 2.1% higher in mathematics.</p> <p>Indicator 2.2: Increased pupil learning in mathematics, English reading, and spoken English in QUIPS partnership schools. → Performance on this indicator surpassed the target for mathematics at 64% and fell just short of the target for English reading (53% vs. 55%) and spoken English (53% vs. 60%)</p> <p>Indicator 2.3: Percentage of communities demonstrating sustained community involvement in the education process. → Performance on this indicator surpassed the target, with 97% of the communities demonstrating sustained involvement, with communities sampled in the years after the QUIPS interventions were withdrawn.</p> <p>Indicator 2.4: Rate of pupils' dropout in partnership schools compared to national rate. → Performance on this indicator surpassed the target, with dropout rates estimated at 3.8% and 4.6% for boys and girls, respectively.</p>
Intermediate Objectives: (Not inclusive of all IOs listed)	<p>Intermediate Result 2.1: Improved Teaching and Supervision</p> <p>Intermediate Result 2.2: Improved Education Management</p> <p>Intermediate Result 2.3: Increased Community Participation</p> <p>Intermediate Result 2.4: Improved Learning Environment</p>
Evaluation Identified:	<p>Yes – Impact</p> <p>https://dec.usaid.gov/dec/content/Detail.aspx?ctlID=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDNmY2Uy&rID=MjkwNTM5</p>
Evaluation Findings:	<p>“It appears that the training and support QUIPS provided during the two-year intervention positively shifted the rates of learning for those pupils enrolled in QUIPS compared to control schools. The results given by the analyses of fixed effects (e.g., school type) using the HLM procedure are consistently significant. They were reinforced through repeated measures of ANOVA.”</p> <p>“Although improved access and increased enrollments were not a targeted result of the QUIPS program, improvements in the quality of education are known to be associated with increased enrollments, which were indeed one outcome of the QUIPS program, particularly for girls.”</p>
Significant Systemic Factors/ Missing Documentation:	<ul style="list-style-type: none"> - There is considerable movement of teachers and district personnel within the GES. Only 17 teachers with QUIPS training were still teaching in the 18 schools that were visited, compared to a total of 88 teaching in those schools during QUIPS treatment—a retention rate of 19%.¹¹ The number of QUIPS-trained teachers remaining at QUIPS schools ranged from 0 to 5. Of the ten QUIPS

	<p>schools visited, three continued to have QUIPS-trained head teachers; these schools were relatively well managed.</p> <p>There was also high staff turnover among education officers at district headquarters due to transfer and retirement, and a number of the officers who had been involved directly with QUIPS were no longer there. Moreover, the work schedule of officers often required them to be out of the office, which limited their availability for interviewing.</p> <ul style="list-style-type: none"> - QUIPS implementation began just around the time that the DFID funded Whole School Development Program (WSD) got underway throughout Ghana. The WSD program [] operated in ways that sometimes appeared to create a competition for attention of key GES staff who were critical to ensuring the sustainability of QUIPS school reforms. The impact of the parallel implementation of the WSD program on QUIPS implementation is difficult to measure in quantitative terms, especially 1-2 years after each program came to a close, but from an implementation point of view, it should not be ignored. <p>Related to the above point about other donor initiatives taking place at the time QUIPS was being implemented, it could be argued that there is reason to be cautious about what appears to be a quiet assumption of the QUIPS evaluation strategy, namely that control schools did not receive other non-QUIPS treatments that were similar to the QUIPS school based in-service program (WSD in particular), or did not benefit over time from possible spread effects from QUIPS schools during the life of the project. In reality, this assumption did not always [apply]. That is, there were some instances where the control schools (or selected teachers and headteachers) did in fact benefit from non-QUIPS in-service interventions that were similar to the QUIPS interventions during the life of the project, particularly in-service teacher training provided by WSD.</p>
--	--

Basic Education Support Project, Phases II and III

Country of Implementation:	Namibia Capacity building with the MOE and focused attention to the following regions: Omusati, Oshana, Ohangwena, Oshikoto, Kavango, and Caprivi
Period of Performance:	September 1999 – September 2004 (Phase II) September 2004 – August 2009 (Phase III)
Activity Value:	23,395,836 \$9,279,299.00 (Phase II) \$14,116,537 (Phase III)
Implementing Partners:	Academy for Educational Development Mississippi Consortium for International Development (MCID) Michigan State University (MSU) American Institutes for Research (AIR) International Foundation for Education and Self-Help (IFESH) SchoolNet, a locally based ICT company iNET, local organization

Activity Summary

The Namibia Basic Education Support, Phase 3 (BES 3) Project is an integrated set of capacity building activities supporting the Ministry of Basic Education, Sport and Culture (MBESC) and contributing to the achievement of USAID/Windhoek's Strategic Objective 6: Increased capacity of the basic education system to give learners the foundations for health and livelihood. BES 3 works closely with Namibian authorities and every level of civil society to develop sustainable, replicable systems for improving education quality. The project supports several core cross-cutting thematic objectives:

- HIV/AIDS
- Gender Equality
- Civil Society Development
- Decentralization
- Information Technology
- Sustainability

During the preceding phase of the project, BES II assisted the MBESC develop innovative and effective school management systems, professional development programs in support of Ministry objectives, and innovative information and assessment systems in six remote northern regions of Namibia: Oshakati, Oshana, Ohangwena, Oshikoto, Okavango (Rundu), and Katima Mulilo (Caprivi Strip). The third project phase builds on this solid foundation and extends the innovative work in new directions. BES 3 aims at improving the quality of primary school education in the following three programmatic areas:

- Increasing the resilience of the basic education system to cope with the HIV/AIDS epidemic: BES 3, together with local counterparts in the MBESC and the Ministry for Women and Child Welfare, is developing effective mechanisms for reducing the impact of HIV/AIDS on education, including policies and systems for reducing the impact of teacher absenteeism, improving data management and use,

promoting school and community level responses, and integrating related health content into life skills curriculum and teacher development programs.

- Improving the effectiveness of decentralized education management: The project supports the implementation of decentralized systems through improved data collection systems, policy analysis, and training at the regional, circuit, and school levels. BES 3 works with MBESC regional offices to build the capacity of Circuit Support Teams (CSTs), school clusters, and parent-teacher groups and works with school staff and parents on in-service school improvement planning and training for teachers and principals, particularly in English, math, science, and life skills.
- Improving the quality of language, math, and science education in primary schools: Teacher skills, knowledge, and practices are three critical factors determining education quality. BES 3 facilitates teacher development by working with MBESC and the National Institute for Educational Development (NIED) to address pre-service and in-service teacher training needs. The project is also developing continuous assessment tools to measure learner performance progress in each subject area and assist teachers in addressing each individual learner's needs.

High-Level Objective(s) (education related):	Increased capacity of the basic education system (in Namibia) to give learners the foundation for better health and livelihoods.
Relevant HLO Indicators Achieved:	<p>There are no specific indicators reported on with respect to this HLO. However, other measures reflecting success of the HLO are noted.</p> <p>The charts below show the changes in Grade 10 student grades in each region over the period from 2001 to 2007. The scores are a composite of the five best subjects and English. From a maximum score of 42, the statistics capture the percentage of the students scoring between 23 and 42—or above 55 percent. The regions are grouped as follows: a) the six northern regions, which are traditionally disadvantaged areas that received considerable international assistance and particularly the BES 1, 2, and 3 projects; b) four colored/ white regions and the capital, which traditionally have had the best schools and teachers; and c) three other regions that were not the focus of particular donor intervention. <u>The national averages reflected slight improvements in student learning over this period, but the differences between the regions were dramatic.</u></p> <p><u>The Northern regions have experienced consistent improvement, moving from being well below the national average to reaching the national average.</u> By contrast, the colored/white areas have dramatically decreased in student learning, while the other areas have held more or less steady.</p> <p>* Raw data or a description of the methodologies used to obtain these results is required.</p>
Intermediate Objectives: (Not inclusive of all IOs listed)	<p>IR 1: Increased resilience of the basic education system to cope with the AIDS epidemic</p> <p>IR 2: Improved effectiveness of decentralized education management</p> <p>IR 3: Improved quality education delivered by primary schools (English, Mathematics and Science).</p>
Evaluation Identified:	Yes – Performance
Evaluation Findings:	Visits to schools, regional offices and colleges of education in the six Northern regions that were targeted revealed different perceptions and broad impacts arising from BES supported activities. Here are some of cross-cutting impacts observed:

	<ul style="list-style-type: none"> • Most schools visited in the North were positive about the impact of BES activities on their work. • The majority of teachers and principals interviewed in the North had received BES training, or had participated in multiple BES events. • School quality improvements had benefitted from Cluster, CST and REO on-site support, but some schools complained that this support had declined. • All schools visited were enthusiastically and actively supported by Parent Councils who are playing positive roles in school management and maintenance activities. • Classroom teaching and learning environments have benefitted from BES training in AC and LCE methods, but gains are fragile, and still need a lot of classroom level support. • Leadership at the school, cluster and CST levels remains weak, and more training is required.
Significant Systemic Factors/ Missing Documents:	<ul style="list-style-type: none"> • The non-availability of 2009 national EMIS data, and the Team's access only to an incomplete version of the 2008 EMIS report, meant that the Team's final analysis may be handicapped by the limitations of the prime source of national baseline data required for a better focused final analysis. • The lack of school-level performance data to make comparisons among schools selected meant that aggregated regional level data had to be used to make comparisons among control and non-control schools, over the ten-year period cited. • A difficult-to-follow USAID documentary trail and the paucity of formal evaluations and project implementation reports, especially during the BES I project period, meant that information and data gaps about USAID education projects and programs before 1995 have been difficult to define and evaluate. • The length of time and penetration of USAID's BES activities, and their contribution to the national education reform process made it difficult to find a BES-neutral and objective evaluation environment to work in. Few of the key persons interviewed in the MOE were neutral respondents because the majority had been directly involved in BES activities or had been beneficiaries of USAID and BES financed training, long-term scholarships, and study tours. Even control schools and Ministry staff in the two control regions selected had been exposed to BES, or were already aware of BES program activities.

District Development Support Program (a/k/a SABER III)

Country of Implementation:	South Africa Four Provinces: Eastern Cape, KwaZulu-Natal, Northern Cape and Limpopo
Period of Performance:	1998 - 2003
Activity Value:	\$20.43 million
Implementing Partners:	Main Contractor – RTI International See Annex A of activity partners.

Activity Summary

The District Development Support Program (DDSP) is an education improvement initiative of the South African government funded by the United States Agency for International Development (USAID). USAID contracted RTI International to manage the DDSP. It is being implemented in conjunction with the Department of Education (DoE) and four provincial departments of education (Eastern Cape, KwaZulu-Natal, Northern Cape and Limpopo).

The DDSP aims to operationalize key policies in teaching and learning, leadership, management and governance towards the ultimate aims of being sustainable improvements in learning outcomes and schools that are centers of community life.

To achieve its objectives, the DDSP awarded five grants (in the selected provinces), and two sub-contracts. These were:

- Kimberley Thusanang Project in the Northern Cape,
- Fanang Diatla Project in Limpopo Province,
- Isithole Project in Eastern Cape,
- Mthonjeni Project in KwaZulu-Natal,
- Zikhulise Project in KwaZulu-Natal,
- Education Management Information Systems (EMIS) Improvement Project for all provinces, and
- Assessment Modeling Initiative for all provinces.

Grantees implementing the provincial projects managed teams of non-governmental organizations responsible for the delivery of the agreed-upon programs. The implementation was overseen by Provincial Management Teams convened by the Provincial Departments of Education.

The two DDSP sub-contractors, Education Foundation and Human Sciences Research Council, worked closely with the grantees and Provincial departments of education in implementing their programs.

The Education Foundation piloted the use of a manual and computerized EMIS system in the Frances Baard (Kimberley) District in the Northern Cape. The project aims to assist all provinces develop a standardized system of data collection and analysis. Full time, skilled, Technical Assistants are working closely with departmental personnel to improve EMIS systems and to develop appropriate capacity.

A distinctive feature of the DDSP was the appointment of Provincial Project Counter-parts (PPCI by the provincial departments of education to co-ordinate and help manage the project. These education professionals were familiar with the PDoE bureaucracy and the Project requirements and were well positioned to solve problems as they emerged. They worked closely with the RTI-DDSP Provincial Project Directors. Together, the

PPC and PPD assured alignment of the projects' grantees, sub-contractors, and RTI-DDSP to the goals and objectives of PDoEs.

The PPC and PPD roles are further emphasized in the papers and manuals. Underpinning the objectives of the DDSP is the aim of developing effective district offices to support schools. This includes capacity building while putting in place and improving systems and procedures to enable the district office to perform its functions, including curricula and management support to its schools.

High-Level Objective(s) (education related):	<p><u>Primary Goal:</u> Improve the quality of educational delivery for Grades 1-9</p> <p><u>Sub-goals</u></p> <ul style="list-style-type: none"> • Sub-goal 1: Improved quality of curriculum practices • Sub-goal 2: Improved quality of district and school management • Sub-goal 3: Enhanced school governance • Sub-goal 4: Developed Theory and Best Practices for Whole School/District Development
Relevant HLO Indicators Achieved:	<ul style="list-style-type: none"> • <u>Student Learning:</u> A sample of Grade 3 pupils were tested in all DSSP schools in 2000, 2001, 2002 and 2003. Between the baseline (2000) and the endline (2003), numeracy scores increased by 11.5% and literacy scores increased by %3.4. A comparison group was not used, but other evidence suggests DSSP contributed significantly to this improvement. See Integrated Education Program, <i>Analysis of the Impact on Pupil Performance of the District Development Support Programme (DDSP) (RTI, 2003)</i> <p><i>Each Provincial implementing partner undertook individualized support to advance the sub-goals. Specific examples of these are included in the Final Report, but there are no descriptions of the whether these represent all or part (more likely) of the activities of the IPs. Examples of measurable changes (aside from learning outcomes above and examples below) that are cross-cutting across DDSP are noted below, although depending on sampling, additional outcomes may be apparent at the provincial level through project documentation.</i></p> <p>Sub-goal 1: Improved quality of curriculum practices</p> <ul style="list-style-type: none"> • Assessment Resource Banks (ARB), produced by the HSRC as part of the overall DDSP strategic design, were introduced to schools in 2002 and provided a clear set of specific items embodying concrete required pupil outcomes. This, again, provided teachers with a much more detailed specification of required curriculum content. • In 3 of the 4 provinces, service providers developed classroom workbooks for pupils, based on the ARB and including some of the specific test items provided in both the HSRC evaluation report and the JET document. These workbooks provided direct practice of both the format of the test and the types of topics/items that were included in the impact tests. This, again, provided a greater level of curriculum specification and, it should be said, a degree a pre-preparation for success in the test – i.e. teaching-to-the test. <p>Sub-goal 2: Improved quality of district and school management</p> <ul style="list-style-type: none"> • The project engaged with provincial education staff, supervisors and employees to develop job descriptions for four categories of education system employees – to be decided by each Province. • For each province, the following positions/policies have been developed in the areas of: the vision, mission, learner code of conduct, educator code of

	<p>conduct, timetables and policies on admissions, security, HIV/AIDS, language, and other matters.</p> <ul style="list-style-type: none"> • DDSP school development was most successful when it supported the whole school goal through integrated holistic support. Whole school development was demonstrated best in the development of the school plan, where a collaborative process involving SMTs, SGBs, and educators was used. <p>Sub-goal 3: Enhanced school governance</p> <ul style="list-style-type: none"> • The SGB component of the DDSP has been the least successful <p>Sub-goal 4: Developed Theory and Best Practices for Whole School/District Development</p> <ul style="list-style-type: none"> • A DDSP Education Management Information System (EMIS), linked to the national EMIS, has been created and installed; the major achievement is that a comprehensive record-keeping system has been developed for use at the school level, where none existed before. Short-term challenges remain, however, especially increasing the focus on analysis of the data produced by the system and its use for strengthening district and school performance, as well as completing installation of the electronic version of the system. There is also a need for the NDOE and the Provincial Departments of Education (PDOEs) to integrate and institutionalize the system nationwide
<p>Intermediate Objectives: (Not inclusive of all IOs listed)</p>	<p>Sub-goal 1: Improved quality of curriculum practices</p> <ul style="list-style-type: none"> • Objective 1.1: Improved Methods of Teaching • Objective 1.2: Improved Methods of Assessment • Objective 1.3: Improved educator's knowledge in selected subject/learning areas. • Objective 1.4: Improved utilization of educational resources <p>Sub-goal 2: Improved quality of district and school management</p> <ul style="list-style-type: none"> • Objective 2.1: Improved school management by School Management Teams (SMTs) • Objective 2.2: Effective Management of school curriculum by SMTs • Objective 2.3: More and better support to schools by district offices • Objective 2.4: More and better support provided to District Offices by Regional/Provincial Offices <p>Sub-goal 3: Enhanced school governance</p> <ul style="list-style-type: none"> • Objective 3.1: Democratically established School Governance Bodies (SGBs) • Objective 3.2: Enhanced SGB performance • Objective 3.3: More and better support provided to SGBs by District Offices <p>Sub-goal 4: Developed theory and best practices for Whole School/District Development</p> <ul style="list-style-type: none"> • Objective 4.1 Development of effective models of whole district development • Objective 4.2: Development of a graduate-level course in Education Economics and Finance aimed at supporting Whole District Development and technical assistance to NDoE on Financial and Policy Matters and HIV/AIDS coordination.

	<ul style="list-style-type: none"> • Objective 4.3: Development of information and knowledge management systems aimed at Whole District Development • Objective 4.4: Implementation of school funding norms • Objective 4.5: Development of civic structures aimed at sustaining and/or furthering the objectives of Whole District Development
Evaluation Identified:	<p>Yes – Performance Evaluation - Evaluation of the District Development Support Project USAID/South Africa (USAID Contract No. 674-0314-C-00-8009-00) [http://pdf.usaid.gov/pdf_docs/Pdaby941.pdf]</p>
Evaluation Findings:	<p>“While the results have varied by province, largely as a result of different levels of development of education in each, a remarkable amount of work has been accomplished during the two and a half years the project has been in operation.</p> <p>District offices have been strengthened, through training and technical assistance, in establishing more effective management and school support systems.</p> <p>School management, teaching, and governance structures also have been strengthened, through training and school support, with the management area showing the greatest progress and governance the least. Progress in the curricular area is somewhere in between, but nevertheless significant.</p> <p>A DDSP Education Management Information System (EMIS), linked to the national EMIS, has been created and installed; the major achievement is that a comprehensive record-keeping system has been developed for use at the school level, where none existed before. Short-term challenges remain, however, especially increasing the focus on analysis of the data produced by the system and its use for strengthening district and school performance, as well as completing installation of the electronic version of the system. There is also a need for the NDOE and the Provincial Departments of Education (PDOEs) to integrate and institutionalize the system nationwide.</p> <p>An extensive performance monitoring system has been installed, and the data it has generated confirms that, on the whole, project goals, as measured by the indicators, are being met. Nevertheless, the team received complaints that the very large number of indicators (currently 45) on which data is being collected is unnecessarily burdensome.</p> <p>The Grade 3 test is arguably the single most important output indicator identified by USAID. A number of concerns about it were expressed to the team, mostly by educators. The team developed serious doubts about DDSP’s sustainability and replicability, at least as it is currently designed and operating. The main reason is the lack, so far, of adequate integration of the project with the education structure in all but one of the four provinces in which it is operating, and the limited involvement to date of the NDOE.”</p>
Significant Systemic Factors:	<p>The implementation of the project, due to its NGO grantee-based design, has varied by province and grantee. In many ways, as is often the case with experimental project designs, the last two and a half years have been a learning experience for everyone: provincial and district official, grantees, RTI, and USAID. As a result, adaptations have emerged, based on that learning. Many of these adaptations are on their way to becoming “best practices,” especially in the areas of development of new models for school support, increased focus on developing key human resources, notably district managers and key teachers, and enabling districts to take training and other school support to the schools, utilizing a cluster concept.</p> <p>In part because of its reliance on independent grantees (and their multiple partners) rather than contractor staff and subcontractors, DDSP, particularly at the start of</p>

	<p>the project, experienced occasional coordination problems with education officials. In addition, the project's rapid pace of installment of multiple, complex systems and execution of a large training effort and other project components in a short period of time has sometimes been more than the participating districts and schools could absorb. As a result, considerable follow-up and reinforcement remains to be done, if the benefits achieved are to be consolidated.</p>
--	--

IMPLEMENTING PARTNERS

Department of Education, Pretoria

Provincial Departments of Education

- Eastern Cape Department of Education
 - Cofimvaba District
 - Queenstown District
 - Lady Frere District
 - Sterkspruit District
 - Regional Advisory Committee (RAC)
- Northern Cape Department of Education
 - Frances Baard (District)
 - Provincial Management Committee (PMC)
- Limpopo Province Department of Education
 - Polokwane District
 - Palala District
 - Apel District
 - Vuwani District
 - Hlanganani District
 - Mkhulu District
 - Provincial Steering Committee (PSC)
- KwaZulu-Natal Department of Education and Culture
 - Nkandla District

United States Agency for International Development, South Africa (USAID)

RTI main sub-contractors

- Joint Education Trust
- Centre for Education Policy Development, Evaluation and Management
- Khulisa Management Services

DDSP Grantees and Sub-contractors

- Management of Schools Training Programme (MSTP)
- Link Community Development (LCD)
- READ Educational Trust
- Human Sciences Research Council (HSRC)
- Education Foundation Trust (EF)

Support for Ugandan Primary Education Reform

Country of Implementation:	Uganda
Period of Performance:	Project Assistance: 1993-2000 Non-project Assistance: 1993-2001
Intervention Value:	Project Assistance: \$17m Non-project Assistance: \$91m (at minimum)
Implementing Partners:	<p><u>Project Assistance</u></p> <p>Academy for Educational Development</p> <ul style="list-style-type: none"> • The University of Massachusetts; • Creative Associates International, Inc.; and • the Research Triangle Institute <p>The AED Chief of Party for SUPER was Dr. William Kromer.</p> <p>The AED Technical Director appears to have been John Engels.</p> <p><u>Non-project Assistance</u></p> <ul style="list-style-type: none"> • Ministry of Education and Sports • Ministry of Finance • Ministry of Public Service • National Teacher Colleges

Activity Summary

The Support for Ugandan Primary Education Reform (SUPER) is comprised of both program I (non-project assistance, or NPA) and project assistance (collectively called the program). The program's goal is to improve the quality of, and reduce inequities in, the primary education system. Its purposes are to:

- Improve students' mastery of literacy, numeracy, and other basic skills;
- Improve school administration, management, and accountability; and,
- Reduce inequities in persistence among different groups of children.

SUPER focuses on the following four reforms in the Ugandan government's Primary Education Reform Program:

- Re-establish the teaching profession by improving teachers' terms and conditions of service;
- Enhance community participation in and responsibility for primary school education;
- Establish a sustainable system of allocating resources for instructional materials; and,
- Strengthen teacher training programs by improving curriculum content, making standard materials available, and integrating pre-service, in-service, and management training to increase the percentage of trained teachers and administrators.

Each of these reforms is matched more or less by a policy objective. The first three policy objectives are targeted by NPA. Project assistance targets the fourth objective through support for a new, integrated teacher training program, the Teacher Development and Management System (TDMS). This system is designed to provide in-service, pre-service, and school management training and support.

Other reforms under the PERP are undertaken mainly with World Bank assistance. SUPER was designed to complement this assistance:

	<ul style="list-style-type: none"> Revise the school curricula to more realistically reflect present day resources, needs, and aspirations of Uganda, Revamp the examinations process to suit new curricular demands and introduce a standardized national assessment; and, Rehabilitate primary schools and teachers' colleges.
High-Level Objective(s) (education related):	<ul style="list-style-type: none"> Improve students' mastery of literacy, numeracy, and other basic skills; Improve school administration, management, and accountability; and, Reduce inequities in persistence among different groups of children.
Relevant HLO Indicators Achieved:	<p>“Overall education quality – as reflected by school organization, management and infrastructure; by teachers and pupils time in school and in lessons – has greatly improved in Uganda’s primary schools over the past ten years.”</p> <p>“The TDMS system and Coordinating Center Tutors (CCTs) are playing a key role in developing education system quality. They provide the essential linkage between national policy intents and implementation within the schools and classrooms through regular monthly visits to schools to work with head teachers and teachers.”</p> <p>“There is no systematic evidence at the school or district level that can link the activities of CCTs, or other systems inputs, to pupil learning outcomes.”</p>
Intermediate Objectives: (Not inclusive of all IOs listed)	<ul style="list-style-type: none"> Policy Objective 1: Improve teachers’ terms and conditions of service. (NPA – approximately \$40m) Policy Objective 2: Allocate resources to allow local-level decision-making on school management for improving quality and increasing the equity of primary education. (NPA and PA – approximately \$25m) Policy Objective 3: Allocate resources to provide primary schools a sustainable supply of instructional materials needed for effective teaching. (NPA – approximately \$18m) Policy Objective 4: Restructure and rationalize the primary teacher training systems to integrate in-service, pre-service and school management training and support. (PA – approximately \$17m)
Evaluation Identified:	<p>There were 4-5 separate evaluations or studies of this program, although only one has been located: <i>Strategies for Enhancing Basic Education System Performance: The Role, Performance, and Contribution of Coordinating Center Tutors to Education Quality</i>. Hartwell, et al. (2003)</p> <p>Other evaluations that have not yet been located include:</p> <ul style="list-style-type: none"> Ministry of Education. <i>Final Report on the Evaluation of the Teacher Development and Management Systems (TDMS) Programme</i>. 2000. Republic of Uganda. <i>Completion Report on Primary Education and Teacher Development Project</i>. 2002. Burke, A. et.al. <i>A review of Ireland AID support to the Primary Education Reform Programme in the Rwenzori Area</i>. 2002. Kajura, S. and E. Randolph. <i>Review and Evaluation of USAID/Uganda Support to the Uganda Primary Education Reform (SUPER) Programme with a focus on impact of Non-Project Assistance (NPA) Component</i>. USAID/Uganda. April 2003. Sugrue, C., N. Muwanga, and Z. Ojoo. <i>Primary Teacher Development and Management Plan (PTDMP)</i>. Ministry of Education. June 2003.
Evaluation Findings:	<p>Our approach to this task takes into account the considerable number of existing studies and reviews that have examined the TDMS system and the conditions within</p>

	<p>Uganda's primary education system. There is a high level of consistency in the existing studies, which can be summarized as follows:</p> <p>1) Overall education quality, as reflected by school organization, management and infrastructure, and by teachers and pupils time in school and in lessons, has greatly improved in Uganda's primary schools over the past ten years. But the system remains under-resourced, particularly at lower primary grades, and cannot assure effective learning for the majority of pupils.</p> <p>2) The TDMS system and the Coordinating Centre Tutors are playing a key role, in developing education system quality (see bottom picture on page 7). CCTs provide the essential linkage between national policy intents and implementation within the schools and classrooms through regular monthly visits to schools where they work with head teachers and teachers to improve teaching and learning.</p> <p>3) While CCTs contribute to the quality of teaching and school management by providing in-service, management, and professional development training, and through regular school visits, little attention has been paid to assessing learning. There is no systematic evidence at the school or district level that can link the activities of CCTs, or other system inputs, to pupil learning outcomes.</p> <p>4) The scope of work and number of tasks for CCTs has progressively expanded, while the real level of material and technical support for their work has declined. Their continuing effectiveness is conditional on a refocus of their role, a remapping of the CCT zones, and providing the required staffing, material and technical support to the TDMS system, and particularly to the PTCs.</p>
Significant Systemic Factors:	<p>The MOES needs to reaffirm legitimacy of the TDMS, and the policies and for the CCTs, acknowledging their weaknesses and constraints, but recognizing that they provide a key mechanism for improving quality through training and development within the schools.</p> <p>We have provided a mapping of the relationships between the CCT, the District Education Office and the Inspectorate that grows out of effective current practice and experience. We recommend a programme of induction and orientation for all DEOs, inspectors and CCTs, as well as District Education Secretaries and local education leaders on the principles and guidelines for the work of CCTs and Inspectors.</p> <p>The current work load, the size of circuits, and the level of support for CCTs is undermining their effectiveness. Circuits should have a maximum size of 25 schools, with a national average of 20 schools per circuit. Further, circuits should as far as possible be congruent with sub-counties, and generally not include more than two sub-counties. Likewise, a remapping of Core PTCs and Districts should aim to reduce the number of Districts served by a college, and this should not exceed three Districts.</p>

ANNEX E: RESEARCH AND ETHICS PROTOCOLS

Background and Rationale

USAID's Office of Learning, Evaluation, and Research in the Bureau for Policy, Planning, and Learning (PPL/LER) has embarked on an ex-post evaluation of USAID basic education programming between 2000 and 2010. The evaluation will use a systems approach to retrospectively examine a portion of USAID's portfolio of completed programs, projects, and activities to document when and under what programmatic and contextual circumstances intended, as well as unanticipated, outcomes have emerged and been sustained, and what role local systems have played in those results. The evaluation will employ a comparative case study approach, and has selected the following five USAID activities for in-depth research:

- Ghana: Quality Improvement in Primary Schools (QUIPS), 1996 - 2004
- Namibia: Basic Education Support Project, Phases II and III, 1999 - 2009
- Uganda: Support for Uganda Primary Education Reform (SUPER) 1993 - 2001
- South Africa: District Development Support Program (SABER III), 1998 - 2003

Finalization and Revision of Research Tools

Generic research instruments will be developed by the core evaluation team. However, since each case will present unique topics for research and a diverse set of respondents, each case study team will adapt the generic research instruments following the scoping visits to the needs of the specific case and research for the Team Leader's approval.

The case study research teams will convene formally at two points during case study research to review the research instruments in light of the research undertaken to date and to revise these instruments where necessary. The purpose of these debriefings will be to:

- Update each other on progress with data collection;
- Discuss key findings from data collection so far, including differences and similarities; and
- Discuss any problems/changes with the topic guides.

The first debrief will take place at the conclusion of the third day of research. The second debrief will take place at the conclusion of the first week of research.

Descriptions of the research protocols for a variety of research methods likely to be applied in the course of the evaluation are presented below. It is possible however, that all of the research methods will not be utilized in every case.

Field Methods

Semi-Structured Interviews

Purpose

The evaluation team will undertake semi-structured interviews as a primary form of data collection. Semi-structured interviews will allow the evaluation team to explore issues in depth and detail and to understand the personal and communal context for some respondents.

Participants

Semi-structured interviews will be undertaken with key informants including USAID staff, staff and ex-staff from activity implementing partners, staff and officials from civil society organizations and national, sub-national and local government, school-based staff, and ex-staff and community members and beneficiaries.

Informed Consent Process

Informed consent will be sought from all respondents, but additional protections will be applied for community members and indirect activity beneficiaries such as students and families. While informed consent is often demonstrated through a signed consent form in bio-medical research, recent studies have demonstrated that the act of signing a consent form may make respondents feel compelled to engage in the research and make it more difficult for respondents to withdraw once the research had started.¹⁹ Therefore, the evaluation team will not request respondents to sign consent forms but will request and record verbal consent following an introductory statement that:

- Explains the purpose of the research and its aims;
- Identifies USAID as the funder of the research;
- Explains that participation in the research is voluntary and that the respondent can at any time refuse to answer specific questions or terminate the interview;
- Explains the nature of the interview that will be conducted, states its approximate length and summarizes broadly what will be discussed; and
- Addresses how the notes or recording from the interview will be stored and access restricted.

Where the respondent is acting as a key informant in their official role as representative of an organization, the researcher will not offer anonymity, but anonymity will be provided if specifically requested. Where the respondent is acting in their personal capacity, such as informal community leader, the researcher will expressly offer to the respondent that their identity can remain anonymous and confidential.

Recording Interviews

Where appropriate and agreed by respondents, semi-structured interviews will be recorded for subsequent transcription and notes will be taken in English or in the local language by the researchers.

Focus Group Discussions

Purpose

The case study research teams may undertake focus group discussions (FGDs) with a variety of key informants and respondents. FGDs will allow the evaluation team to generate data shaped by contextual interactions, to display the social context – how people talk about an issue, and to discuss differences within the group.

¹⁹ Graham, J., Grewal, I. and Lewis, J. (2007) *Ethics in Social Research: the Views of Research Participants*, London: Government Social Research Unit, Cabinet Office.

Participants

The evaluation team may undertake FGDs with a variety of respondents, including specifically teachers and school-based staff, faculty at teaching colleges and institutions and staff from civil society and non-governmental organizations.

Conducting the Focus Group Discussion

One researcher will act as the FGD moderator, while the second researcher will act as the assistant moderator. Participants will be instructed that the discussion is informal, everyone is expected to participate, and divergent views are welcome. A FGD guide prepared in advance will cover the topics and issues to be discussed, but will be general and brief in nature to ensure that time and flexibility are maintained to pursue unanticipated but relevant issues.

The primary role of the assistant moderator will be to take extensive written notes reflecting the content of the discussion as well as nonverbal behavior (facial expressions, hand movements, etc.). The FGD will also be recorded if appropriate and if the participants agree.

Informed Consent Process

Informed consent will be sought from all participants and signed informed consent forms will be obtained from all participants prior to the FGD taking place. The signed consent forms will be collected after the evaluation team provides an introductory statement that:

- Explains the purpose of the research and its aims;
- Identifies USAID as the funder of the research;
- Explains that participation in the research is voluntary and that the respondent can at any time refuse to answer specific questions or terminate their participation in the FGD;
- Explains how the FGD will be conducted, states its approximate length and summarizes broadly what will be discussed;
- Addresses how the notes or recording from the FGD will be stored and access restricted; and
- Confirms that anything stated during the FGD will be confidential and that the anonymity with respect to anything stated during the focus group will be maintained.

Team Debrief

At the conclusion of each FGD, the team that conducted the discussion will meet to summarize the information, their impressions, and implications of the information for the study.

Outcome Harvesting Workshops

Purpose

The case study research teams may undertake outcome harvesting workshops with a variety of key informants and respondents. Outcome harvesting is a participatory research approach that draws on the knowledge of key informants to understand what has been achieved (or in this case, sustained), and works backward to determine how this change has occurred

Participants

The evaluation team may undertake outcome harvesting workshops with groups of individuals with direct knowledge of the USAID basic education activity, either through participation in the activity or through contemporaneous interaction with the activity, and an understanding of the delivery of basic education in the intervening years since the activity up to the present. It is likely that outcome harvesting workshops will be most effective with school-based staff and ex-staff,

community education stakeholders and faculty or ex-faculty of education institutions such as teacher colleges.

Conducting the Outcome Harvesting Workshops

One researcher will act as the focus group moderator, while the second researcher will act as the assistant moderator. Participants will be instructed that the discussion is informal, everyone is expected to participate, and divergent views are welcome. An outcome harvesting topic guide prepared in advance will cover the topics and issues to be discussed, but will be general and brief in nature to ensure that time and flexibility are maintained to pursue unanticipated but relevant issues. It is expected that materials such as flipcharts will be available to the participants to allow them to fully engage in the process and to develop their own outcome descriptions.

The primary role of the assistant moderator will be to take extensive written notes reflecting the content of the discussion as well as nonverbal behavior (facial expressions, hand movements, etc.). The outcome harvesting workshop will also be recorded if appropriate and if the participants agree.

Informed Consent Process

Informed consent will be sought from all participants and signed informed consent forms will be obtained from all participants prior to the focus group taking place. The signed consent forms will be collected after the evaluation team provides an introductory statement that:

- Explains the purpose of the research and its aims;
- Identifies USAID as the funder of the research;
- Explains that participation in the research is voluntary and that the respondent can at any time refuse to answer specific questions or terminate their participation in the workshop;
- Explains how the outcome harvesting workshop will be conducted, states its approximate length and summarizes broadly what will be discussed;
- Addresses how the notes or recording from the workshop will be stored and access restricted; and
- Confirms that anonymity for workshop participants is available if requested.

Team Debrief

At the conclusion of each workshop, the team that conducted the workshop will meet to summarize the information, their impressions, and implications of the information for the study. Each team will also provide a short written debrief to the case study lead identifying challenges and lessons learned from conducting the workshop and recommendations for adapting the research method for subsequent workshops.

ANNEX F: DRAFT RESEARCH INSTRUMENTS

Key Expert Semi-structured Interview Topic Guide

This questionnaire covers experts external to the activity, and/or those that are familiar with the activity and/or its interventions. It is for preparatory research (before the TPM) and during the rest of the field work. It is for any Key Expert, and will be modified based on the case study.

Case Study Title:			
Interviewer(s)		Country	
Interviewee(s)		Organization/Role	
Date of interview		Location of interview/Type of interview (phone, Skype, in person, group)	

I. Introduction

- **(Establish rapport)** My name is _____ and I am part of a research team working on an evaluation funded by the US Agency for International Development. Thank you for making the time to meet with me.
- **(State purpose)** I am here today to ask some questions about the education system and context in general. We will use this information to help understand the [project] and its sustained results. *[Read this statement: “Our research is about understanding why some interventions and results are sustained and others are not sustained. It is not an evaluation of the [Program], which was selected in part because it was successful.”]*
- **(Time line)** We have [45 minutes - 1 hour] for our time together. Are you available to respond to some questions during this time?
- **(Consent)** This interview is entirely voluntary and you may choose not to participate. If you agree to participate, you can choose to stop at any time or to skip any questions you do not want to answer. If you wish, you may choose for your answers and your participation in this interview to remain completely confidential. We will not share any information that identifies you with anyone outside of the evaluation team. Please feel free to stop this interview at any time to ask questions you may have about this consent or anything else.
- **(Transition)** Do you have any questions for me before we start?

I. General

- Can you tell me a bit about your experience and how long you have been working in the field of education?

II. Education Context (“I would like to spend some time speaking with you about [country name] education system.”)

- Can you please explain the formal education system, in terms of power/hierarchy? (Hint: Have them draw this if you can)

- What have been some major changes in the Education System over the past X years? (Probe: policy, curriculum, ministers)
- What has remained more or less the same?
- Can you tell me a bit about the teacher's unions? (Probe: existence, power, issues)
- What have been some other changes that have influenced education? (Probe: economic issues, health issues, culture, transport, infrastructure)
- Who were the major funders/donors for education X years ago? Who are they now? (Probe: local, international)
- What are the key roles that non-profits play in the education sector, if any (Probe: training, support learners, education movement)?
- What are some of the challenges faced by the education sector?
- What are some of the facilitators?
- We are trying to use the education context, and other information you provided, to better understand what happened to [name of programme/activities/areas of focus]. Is there any other information that you would like to share that would help us to better understand?
- What documents or websites would you recommend?

If they are familiar with the programme, continue on to section III

III. Programme

- General
 - Do you remember [name of programme]?
 - How long did you work on the programme?
 - What were your main responsibilities?
 - To whom did you report?
- Were you involved in the design or the inception of the programme?
 - Can you tell me about why the programme decided to focus in this area?
- Who were the main external persons or organizations that you interacted with in the delivery of the programme?
 - Government institutions or departments
 - NGOs
 - Other Donors
- Were there other stakeholders that might not have interacted with the program directly, but which were very influential and relevant to how the programme were delivered?
 - Parochial schools
 - PTA
 - Municipal or District government
 - Teachers' unions
- What do you think the programme's most significant achievements were? Why?
- Where do you think the programme could have achieved more? Why?
- What were the most significant challenges to delivering the programme successfully?

IV. Sustainability ("I would like to ask you a few questions about the end of the programme and any knowledge you have of what happened post-program...")

- Do you know what happened to the programme's interventions after they ended? I am particularly interested in (INSERT OUTCOME – ANSWER QUESTION I) Did this produce any lasting changes? Did this have any lasting effects?
 - Were any of the interventions or results from the programme intended to continue after the program ended?
 - Were they continued?
 - Did they stop immediately?
- Do you know or can recall if the Outcome that we are studying had a specific focus on sustainability?

- *Was there a sustainability plan?*
- *Were there specific steps that were taken to ensure that the programme was sustained?*
- The main focus of our research is to understand why the Outcome (Insert name) was sustained or why it wasn't sustained. Do you have any ideas about why the achievements of might have been sustained or might not have been sustained?
 - *What were the challenges in embedding this Outcome into the education system?*
 - *What were the opportunities for embedding this Outcome into the education system?*
- Who could we speak to that could tell us more about the Outcome?
- Do you have any other information that you would like to share that might help us with this research?
- Do you have any questions for me?

Semi-Structured Interview Guide

Systems Conversation

(NB: Interviewer—Should you be pressed for time, focus on these three areas: What was sustained, what were the relationships and what were the dynamics)

Case Study Title:	SOBE – South Africa DDSP and IEP		
Interviewer(s)		Country	South Africa
Interviewee(s)		Organization/Role	
Date of interview		Location of interview/Type of interview (phone, Skype, in person, group)	

Introduction

- **(Establish rapport)** My name is _____ and I am working on behalf of MSI, who is contracted by USAID. Thank you for making the time to meet with me.
- **(State purpose)** I am here today to ask some questions about [the programme] You may also remember this activity/project because [list]
- The key outcome was to [state outcome]
- We would like to ask you about this outcome, to get a better understanding of your role in this 10 year ago, your role today and if that role has changed, and if anything remains that emerged from the [programme] activities or their outcomes. *[Read this statement: “Our aim is to understand why some interventions and results are sustained and others are not sustained. It is not an evaluation of the [Program], which was selected in part because it was successful.”]*
- **(Time line)** We have [45 minutes - 1 hour] for our time together. Are you available to respond to some questions during this time?
- **(Consent)** This interview is entirely voluntary and you may choose not to participate. If you agree to participate, you can choose to stop at any time or to skip any questions you do not want to answer. Your answers and your participation in this interview are completely confidential. We will not share any information that identifies you with anyone outside of the evaluation team.

Please feel free to stop this interview at any time to ask questions you may have about this consent or anything else. Do I have your consent to proceed?

(Transition) Do you have any questions for me before we start?

Interviewee Profile

1. How were you involved in the [programme?] (Was not involved –Skip to Question 5)
(Probe: Organization and role, the timeframe involved)
2. From your description, it sounds like your role in the initiative could be best described as [Provide Name from Column 1 in the table below], because you did [Provide description from table column 2] Do you agree? (Mark in table, if confirmed, and add any comments).
3. Did you hold any other roles in the [programme] during the implementation period? (Mark table, add comments)

4. If so, which would you say was your key role? **(Complete table. Then skip to Q7)**
5. You mentioned that you were not involved, were you aware of this [describe activities]
²⁰taking place? **(If yes, skip to Q6. If no, skip to Initiative Background)**
6. You say you were aware of these activities. Can you explain how you were aware? For example, were you consulted or informed about these activities or their outcome? Can you tell me a bit about this? **(Mark table if applicable)**

Role in *the initiative	Description	Mark with x if yes. Write which was main role	Comments
Donor	Provided resources for the initiative		
Manager	Provided oversight and control on the initiative		
Implementer	Conducted the initiative activities – either a grantee or contractor		
Assisted with Implementation	Provided support for the implementation of activities		
Consulted	Those whose opinions are sought; and with whom there is two-way communication.		
Informed	Those who are kept up-to-date on progress; and with whom there is one-way communication		
Interested	Not directly involved with the activity, but was aware of it		
Detractor	Shows resistance to the [outcome] or its aims.		
Beneficiary	Activities were directed at this person		

7. Once the USAID funding ended, did you feel responsible for completing or continuing the [activity] or pursuing the outcome?
8. If not, who do you think was responsible for continuing that activity? Pursuing the outcome?
9. Did any group/organisation/individual hold someone accountable for [activity] or outcomes?

Introduce the [Activity] Background

Since it is a long time since the [activity] was implemented, let me remind you what it did.

[SHOW OUTCOMES SHEET. Briefly describe to interviewee]

²⁰ The person may not know the project or programme name, but may remember the activities that were implemented.

For the purposes of this conversation, we would like to focus on one area only. We are interested in finding out if any of the work that focused on **[outcome]** have been sustained. (Point to relevant outcome on Outcome Sheet)

The activities that were conducted to achieve this outcome included:

[SHOW ACTIVITIES SHEET. Briefly describe to interviewee]

The stakeholders that were involved were the following ones:

[SHOW FOCUSED SYSTEMS MAP]

It sounds to me like you/your organization/group were here (point to stakeholder systems map) during the implementation, is that right? [Draw position on map]

Outcome

(Refer to outcomes and indicators handout)

1. Tell me about the need for **[outcome]**. Does this need still exist?
2. Does **[outcome]** still exist? Describe what this looks like now.
3. Who is responsible for this **[outcome]**?
4. Who holds this organisation/group accountable for this **[outcome]**?
5. Who benefits from this **[outcome]**?
6. Who values this **[outcome]**?
7. Who does not support this **[outcome]**?

8. What is the link between **[this outcome]** and learner achievement? (Probe: How does this contribute to the student obtaining better grades, getting a better education?)

[Where appropriate, asking the respondent about the indicators may work well. For example, asking a teacher or principal about **learner performance**. If this is the case, use the following questions].

Refer to ANNEX C1: DDSP Sub-Goal 3 Indicators

9. Are these indicators still relevant?
 - a. If yes, how is your organization performing on these indicators now?

Indicator	9 Still Relevant?	9a) If relevant, how is your organization performing on these?	9b) If no, why are these indicators not relevant anymore?	9c) If there are alternative indicators that relate to the [outcome], what are they and how is your organization performing on them? (Ask for copy of results or where we can obtain them)
	Yes / No	Worse, Same, Better, I don't know		
	Yes / No	Worse, Same, Better, I don't know		
	Yes / No	Worse, Same, Better, I don't know		
	Yes / No	Worse, Same, Better, I don't know		

Indicator	9 Still Relevant?	9a) If relevant, how is your organization performing on these?	9b) If no, why are these indicators not relevant anymore?	9c) If there are alternative indicators that relate to the [outcome], what are they and how is your organization performing on them? (Ask for copy of results or where we can obtain them)
	Yes / No	Worse, Same, Better, I don't know		
	Yes / No	Worse, Same, Better, I don't know		
	Yes / No	Worse, Same, Better, I don't know		
	Yes / No	Worse, Same, Better, I don't know		
	Yes / No	Worse, Same, Better, I don't know		
	Yes / No	Worse, Same, Better, I don't know		
	Yes / No	Worse, Same, Better, I don't know		

10. Which individuals, organizations or relationships, if any, support the achievement of [outcome]? (Probe: What do they do?)

11. We have talked about relationships, what else has contributed to this being sustained?

12. What is the link between the performance on these indicators and learner outcomes?

Context Mapping

I would like to talk to you about the organization/group we discussed earlier.

Organizational/group

- Is the organization/group you represented in the [activity] outcome area still around?
 - If yes: Was the organization/group involved in any activity, or anything to promote a similar or the same outcome, since the USAID funding ended? Please tell me about this (Probe: What happened, similarities, timeframe.)
 - If not: What happened to the organization/group, when and why?

- Would you say that your organization/group's involvement in the [activity/outcome/activity] was a significant contributor to [outcome]? What makes you say this?

Broader Context

2. What significant changes have taken place since the [activity] /your involvement] ended?
(Map these on the timeline below – be sure to change the time period to reflect your activity)

COMMUNITY (as relevant – economic, physical environment such as new school, new road, electricity, internet, others)

94	98	2000	02	04	06	08	10	12	14	16
----	----	------	----	----	----	----	----	----	----	----

ORGANIZATIONAL (as relevant- change in funding, new relationships, change in focus, change in leadership, or others)

94	98	2000	02	04	06	08	10	12	14	16
----	----	------	----	----	----	----	----	----	----	----

BROADER CONTEXT (as relevant- change in legislation, natural disasters, change in government, health issues, or others)

94	98	2000	02	04	06	08	10	12	14	16
----	----	------	----	----	----	----	----	----	----	----

Activities

We are interested in finding out if any of the activities introduced by the [activity] has been sustained. [SHOW ACTIVITIES SHEET]

The [activity] had the following [activity] interventions [Activities completed by Interviewer].

1. Which of the activities are still taking place? (Tick and provide a short comment)

	Yes, continuing as in the project	Continuing as in the project, taken over by someone else •Specify who	Changed into something else • Specify what • Specify who	No. Specify why it ended
DDSP Activity 1 Center for Policy and Development (CEPD) supported election preparations for SGBs by assisting in the preparation of documents, advocacy programs, and databases. For the advocacy program, CEPD developed illustrative materials in local languages trained master trainers and trained district officials.				
DDSP Activity 2 Trained SGBs on school development planning, roles and responsibilities of SGB, school policy, school financial management, effective meetings and conflict resolution				
DDSP Activity 3 Provided capacity building programs for district officials to better support SGBs				
IEP Activity All provinces: Trained SGB members through cluster training and school support visits from Education Management and Governance Development (EMGD) specialists and trainers ²¹ .				
Other Activities not mentioned?				

You told me that these activities are still around in some way.

1. Which individuals, organizations, or groups involved in these activities are still actively supporting these or similar activities? (*Probe: Are any relationships still supporting this?*)
2. Who do you think is benefitting from these activities?
3. Who do you think values these activities?
4. Who does not provide support who should, and/or who prevents these activities from happening?
5. We have talked about relationships, what else has contributed to this being sustained?
6. Do these activities sustain the Outcome we mentioned (PUT HERE) or do the activities you are describing contribute to something else?

Resources

Some of the resources **(RESOURCE FILLED IN PRIOR TO INTERVIEW)** provided by the [activity] were **(SHOW RESOURCES LISTED ON THIS PAGE)**

1. Which of these resources are still around?

	Yes, originally provided resources are still around and provided by the same organisation/group	Yes, same resources however taken over by someone else •Specify who •Specify when this happened, if possible	Changed into something else • Specify what • Specify by who • Specify when, if possible	No • Specify why it is no longer around?
List resource				
List resource				
List resource				
List resource				
Other Resources?				

2. You told me that [resource] is still around.

- Who is using these resources?
- Who values these resources?
- Who benefits from these resources?

- Who do you think, if any group or organisation, is threatened by these resources?
(Probe: prevents it from being used)

3. **We have talked about relationships, what else has contributed to this being sustained?**
4. **Are there any new resources that exist that are related to the previous ones?** (Provide relevant example, such as computerised data collection with tablets that resulted from a paper based M&E system).
5. Do the resources you mention here sustain the Outcome we mentioned (PUT HERE) or do the resources you are describing contribute to something else?

Relationships

1. Let's look at the Focused Systems Map. [**Show Focused Map**]. This map shows who we think are the key actors in the [outcome]. This map aims to represent relationships about 10 years ago; would you change anything on this map to make it more accurate, as it was 10 years ago? (**Change map as needed**).
2. Let's continue to look at the (*now changed*) Focused Map. I am going to ask you about now, in 2016, who are the major actors in the [outcome/idea/activities]. We would like to get some specific information on how roles have changed in relation to [outcome]. (**Take respondent through table**)

Donor- Manager- Implementer -Assisted with Implementation- Consulted- Informed -Interested- Detractor- Beneficiary

	Role during the initiative (<i>Use choice from Section 1</i>)	Role Now (<i>specify if and how related to the idea, activity, outcome or resource</i>)	Describe change and reason for change. (<i>If appropriate, ask about link to outcome or involvement in the USAID intervention</i>)	Relationship shifts and how positioned to others on the Map (Accountable to, responsible for, partner to implement, share information, receive information, oversight, conflicting role). DRAW ON MAP
You as a professional				
The organization you represented in the [outcome/project]				
The organization you represent now				
Districts				
Provinces				
National Education Department				
Donors				

3. How did the initiative contribute to these relationships (Probe: Strengthen, weaken, change communication structure, changed power structure, changed accountability structure, brought in new actors?)
4. How did this change in relationships bring about the changes (contribute to lack of changes) that you have told me about?
5. Do these resources sustain the Outcome we mentioned (PUT HERE) or do the resources you are describing contribute to something else?

Thank you for your time. This concludes the interview. We are going to use the information that you provided to us, to try and understand how an outcome, activity or idea can be sustained. Before I go,

1. Do you have anything else you would like to add that I haven't asked you?
2. Who else do you think I should talk to that can provide a different viewpoint?
3. Do you have any questions for me?

TO BE COMPLETED BY INTERVIEWER

- | | | | |
|--|--------|------|-----------|
| 1. Gender of respondent | Female | Male | Other |
| 2. Living in country of project | Yes | No | Not sure |
| 3. Role changed | Yes | No | Not clear |

ANNEX G: DRAFT OUTLINE FOR CASE STUDY SUMMARY REPORTS

1. Country and USAID Activity

1.1 Country Description (.5 page)

1.2 Activity Background (2 pages)

Overall Goal

Outcome Selected

Data for that Outcome at the Time the Activity Ended (e.g. indicator, evaluation, administrative)

1.3 Context - Timelines (1-page graphic with 2-page narrative)

Education System

Social

Political

Economic

The USAID Activity in that Timeframe

1.4 Context – Education Systems Mapping

2. Case Study Methodology

2.1 Data Collection and Analysis Methods

2.2 Facilitators and Limitations to the Approach

3. Case Study Findings: Evidence of Sustained Outcome

3.1 Area of Focus - Specific Context – Systems Mapping (1 page)

3.2 Selected Outcome

Was the USAID-intended outcome from XXXX year sustained or not sustained? (EQ 1)

What has contributed to or hindered sustaining the outcome? (EQ 3)

Which relationships and systems supported the USAID outcome or detracted from the USAID outcome? (Systems Question)

What system dynamics contributed to the sustained/not sustained outcome? (Systems Question)

How is the outcome perceived and valued by those with significant stakes in the project? (EQ 4)

3.3 What other outcomes resulted from the project (positive/negative) and were these outcomes sustained? (EQ2)

Specify Area Here (2 pages per area)

What has been embedded into the institutional practice/systems that is plausibly linked to the USAID Outcome were identified, if any? How are they contributing to what education or other development outcome?

What has contributed to or hindered sustaining the outcome? (EQ 3)

How is the outcome perceived and valued by those with significant stakes in the project? (EQ 4)

4. Case Study Conclusions

ANNEX H: DRAFT OUTLINE FOR FINAL EVALUATION REPORT

Total page length excluding executive summary and annexes: up to 30 pages

Executive Summary (including findings organized by EQs) **(up to 4 pages)**

Program Background (1-3 pages - education as focus topic; USAID's education program focus over time)

Evaluation Purpose

Evaluation Questions

Evaluation Design and Methods (up to 3-4 pages, plus annex if needed)

Systems Approach to Evaluation

Data Collection Methods

Data Analysis Methods

Study Limitations

Findings

EQ 1: Where USAID intended outcomes sustained?

EQ 2: What other outcomes resulted from the project (positive/negative) and were these outcomes sustained?

EQ 3: What has contributed to or hindered sustaining the outcomes?

EQ 4: How are the outcomes perceived and valued by those with significant stakes in the project?

Lessons from a Systems Approach to USAID Evaluations

Conclusions and Recommendations

Annexes

Statement of Work (SOW)

Program/Activity Description by Country (if needed)

Detailed Methodology (if needed)

Data Collection Instruments

Sources of Information

List of Persons Interviewed

Bibliography of Documents Reviewed
Case Study Findings (if needed)

ANNEX I: CVS OF EVALUATION TEAM MEMBERS

Donna Ray Podems, Ph.D. – Evaluation Team Leader

Summary

Dr. Podems is a researcher, facilitator, and monitoring and evaluation specialist with more than 20 years' experience conducting multi-country evaluations in Africa, Asia, and Latin America. After completing her Master degree in Public Administration in 1991, she became a Peace Corps volunteer in Guatemala, completing her service in 1994. For several years she worked as a researcher in the United States, and then in 1997 Dr. Podems received a United States for International Development (USAID) fellowship that brought her to South Africa. It is here that she completed her field work for her doctorate in Interdisciplinary Studies focusing on Programme Evaluation, where she studied under the guidance of Dr. Michael Quinn Patton and Dr. Jennifer Greene. She graduated in 2004 and in that same year started a small evaluation consulting firm, OtherWISE: Research and Evaluation.

Since then she has gained significant hands on experience conducting implementation, outcome and impact evaluations and facilitating the use of those results with civil society, foundations, donors, and government. Dr. Podems draws on various evaluation methodologies to conduct her work, including Utilisation Focused Evaluation, Developmental Evaluation, Feminist Evaluation, Democratic Evaluation, among others and as appropriate. She conducts her work in various fields and most recently has worked with projects in gender, women's empowerment, HIV/AIDS, TB, health systems strengthening, youth interventions, education, capacity building, human rights, environment, and community needs. She is an experienced facilitator and trainer, both in strategic planning and M&E.

Dr. Podems has provided various types of support to governments, civil society, nongovernmental groups, international donors, and foundations in Asia and Africa. She has conducted evaluation processes in the United States, (Africa) Botswana, Burma, Cameroon, Egypt, Ethiopia, Ghana, Kenya, Lesotho, Madagascar, Namibia, Nigeria, Republic of South Africa, Senegal, Somaliland, Swaziland, Uganda, Zambia, Zimbabwe, (Latin America) Guatemala, Panama, Peru, Belize, Nicaragua, (Asia) India, Indonesia, Myanmar, Pakistan, Sri Lanka, Thailand, and Vietnam and (Other) Bosnia, Belgium, Finland, Lithuania, and Jordan. She is a resident of South Africa. In addition to evaluations, her support has included facilitating processes for strategic planning, negotiating amongst different groups in the determination of use of language for reports, databases and policies, and engaging in proposal development processes.

Dr. Podems enjoys the academic side to evaluation, publishing articles in evaluation journals including the American Journal of Evaluation, the African Journal of Evaluation, New Direction in Evaluation and the Canadian Journal of Evaluation (where she edited a volume on Evaluator Competencies), and is currently working on two evaluation books. She also supervises doctoral students, serves as an external reader, and lectures in evaluation at Stellenbosch University, where she holds the distinguished position as a Research Fellow at the Centre for Research, Evaluation and Science Technology. Equally, Dr. Podems enjoys her field work, and as a practitioner works with nonprofits, foundations and governments in the field engaging in approximately eight to 10 evaluation processes a year.

Her past client base is extensive and examples include: ActionAID, AusAID, Bristol Myers Squibb Foundation, CDC, DFID, DPME (South Africa), European Union, European Institute for Gender Equality, Finland TEKES, Firelight Foundation, GIZ, GreenMatter, Greater Good, HIVOS, Lewis Foundation, PEPFAR (USAID and CDC), Global Fund, Gates Foundation, IDRC, MERG, NORAD, OSCE, Royal Danish Embassy, SANAC, Shuttleworth Foundation, TRAFFIC, The World Bank, USAID, UNESCAP, UNICEF, UNAIDS, UNIFEM, UNESCAP, 3MDG, the University of Zimbabwe, University of Cape Town, Stellenbosch University, and various other government and grassroots organizations.

Dr. Podems is a native English speaker, and is a current Board Member for the American Evaluation Association (AEA), a past Board Member for the South African Monitoring and Evaluation Association (SAMEA) and past Chairperson for the American Evaluation Association's (AEA) International Committee. She is a member of AEA, IDEAS and SAMEA. She donates approximately 80 hours a year to a nonprofit organisation where she volunteers evaluation services that would otherwise be unaffordable. Her current volunteer work is with the Cape Town Society for the Blind, a volunteer organisation threatened with severe government funding cuts (funding on which they are dependent). This organisation requires an external evaluation that the organisation could otherwise not afford. She also mentors one promising evaluator each year by including them on various evaluation projects and providing guidance to encourage professional growth.

Education

- 2004 Ph.D., Interdisciplinary Studies: Evaluation and Organizational Development, Union Institute and University
- 1991 M.P.A., Public Administration and Foreign Development, American University
- 1990 B.A., Political Science (double minor in Law and Society and Public Administration), American University

Experience

PACT, Namibia, Lead Evaluator, 2014-2015

- As the Lead Evaluator, she works with the PACT team, and facilitated the development of the ToC and ToA and the related M&E framework and data collection tools for a USAID-funded Namibia Institutional Strengthening (NIS) project.

ActionAID, India, Ghana, and South Africa, Lead Methodologist, 2014

- Dr. Podems was the lead methodologist for a multicultural team of evaluation experts that assisted ActionAID to develop a feminist and human rights based approach to data gathering that demonstrated changes in the lives of women.

3MDG, Myanmar, Principal Investigator and Team Leader, 2013-2016

- As the Principal Investigator and Team Leader for the Independent Evaluation Group that answers to 7 donors, Dr. Podems is leading an international team to design three evaluations (midterm, final and impact) for the 3MDG fund which provides US\$ 300 million to three sectors of health: maternal and child health, TB and malaria, and health systems strengthening.

GreenMatter, South Africa, Team Lead, 2012-2013

- As the Team Lead, Dr. Podems provided overall guidance and facilitation of strategic planning and related M&E process for GreenMatter, a biodiversity and capacity focused network in South Africa.

- She facilitated group sessions that included their donor and government counterpart, facilitated individual and group process to establish program theory and logic, conducted diagnostic evaluations, and helped design a useful approach to M&E.

Building Solid Foundations Programme, General Motors, South Africa, Principal Investigator and Team Lead, 2012

- As the principal investigator and Team Lead, Dr. Podems led a small multi-lingual team to evaluate an early childhood development programme in the Eastern Cape. This included reviewing the model (learning school initiative), exploring the school based assessments, identifying successes and challenges (including contextual challenges) and interviewing stakeholders including teachers, trainers, and the provincial department of education. The qualitative evaluation was used to inform changes in the programme.

GAVI, Gender Policy Evaluation, Worldwide, Gender and Evaluation Team Lead, 2012

- As the gender and evaluation team lead, Dr. Podems lead the design, data collection and write up for the inception and final gender evaluation policy evaluation report that assessed GAVI's gender policy and strategy.

Australia Awards in Africa (AAA), South Africa, Monitoring and Evaluation Adviser, 2012-2013.

- Selected as the Monitoring and Evaluation Adviser for AusAID's higher education programs in Africa.

Department of Performance Monitoring and Evaluation, (DPME) South Africa, Development of National Evaluation Standards and Evaluator Competencies and other work. South Africa. 2012-2014.

- Dr. Podems has close working relationships and supports the DPME.
- She has led a team from Witwatersrand University to develop evaluation standards and evaluation competencies for the Government of South Africa.
- Intensive desk and literature reviews and interviews with global and Southern African experts resulted in the development of a concept paper.
- This paper informed the process for identifying the evaluation standards for government evaluations and the related competencies needed for government evaluators.
- She was the overall team lead and writer for a practical manual that guides South African government managers on 5 of the 6 different types of evaluation in the DPME's typology.
- She has implemented a theory based evaluation course for DPME and other government staff.

Impact Evaluations, South African Response to Revitalizing AIDS and Health (SARRAH), DFID, South Africa, Lead Researcher, 2012-2015.

- As part of a team of South African researchers, Dr. Podems is the Lead Researcher for a HSRC project.
- She is leading an impact evaluation stream (e.g. evaluation of SANAC) under this multifaceted impact evaluation that explores DFID's impact in South Africa.
- She also served as a team member on four impact streams (including TAC) bringing her experience in evaluation, qualitative research and gender skills to various teams.
- She has designed a mixed method approach based on Stakeholder and UFE evaluation approaches, influenced by feminist evaluation.

Program Evaluation and M&E Framework- Regional Initiative on Science Education (RISE), SIG and Carnegie Corporation, Multiple African countries, Lead Evaluator and Researcher, 2010-2013

- Dr. Podems is the lead evaluator and researcher for this higher education project that aims to enhance science in Africa through the improvement of science and technology departments at African Universities.
- This is being done through a network approach to increase science and technology MScs and PhDs and support relevant research in Africa.
- She worked with the project design team and developed an innovative logic framework. The framework is used by the project team to guide their data collection and used by the evaluation team to inform the evaluations.
- Dr. Podems was the lead evaluator for the implementation evaluation and will be the evaluator for an impact evaluation that will be conducted in 2012-2013. She has also supported other similar higher education programs for Carnegie in Africa.

Program Evaluation, CDC, Multiple Projects, Lesotho and South Africa, Program Manager, 2011-2012, 2011-2015.

- Dr. Podems is the program manager for two concurrent CDC PEPFAR evaluations.
- Both evaluations focus on health systems though each has different evaluation questions, users and subsequently different approaches and methods.
- The Lesotho review is a secondary data analysis that aims to identify gaps in health system data.
- The South African review aims to understand how project implementers are addressing PEPFAR's new generation indicators with a specific focus on the health system.
- For a third CDC project based in South Africa Dr. Podems is the lead internal M&E expert.
- This project aims to address the human resources and systems challenges faced by the South African Ministry of Health and extends until 2015.
- She is training the consortium members on M&E, developing the management and project M&E framework, and overseeing M&E teams and tasks.

Monitoring and Evaluation-Technical Assistance, Open AIR, GIZ, IDRC and the Federal Ministry for Economic Cooperation and Development, Multiple African Countries, Lead Advisor, 2011-2013.

- Dr. Podems is the lead advisor on the use of IDRC's Outcome Mapping and GIZ's PRIME (LFA), the two M&E approaches used by the main project funders.
- The project focuses on intellectual property rights in the developing world context.
- Dr. Podems worked with the project team and the donors to develop recommendations on how to combine the two M&E approaches.
- She also provides methodological support for the qualitative and mixed methods approaches.
- She is currently supporting this project in multiple African countries over a three period in their M&E, qualitative research and other related support

Monitoring and Evaluation -Technical Assistance, Multiple African countries, IDRC. 2011-2012.

- For the Mwananchi Governance and Transparency Program, Dr. Podems supported the multi-country project's M&E.
- The team assessed and advised the program on their use of Outcome Mapping and adapted data collection and analysis tools as need by individual groups. Support was provided through active internet platforms, skype and other appropriate and cost effective ICT.
- The project aims to increase social activism in multiple ways and influence government policy.

Outcomes Evaluation- Friends Of Valkenberg, South Africa, Team Leader, 2011

- Dr. Podems led a small team to develop utilization and feminist influenced evaluation of an NGO that works within a psychiatric hospital.

- The evaluation included an organizational assessment.
- The process and its results were used to facilitate relationships and foster empirically based negotiations between the hospital and the NGO.

Developmental Evaluation - Synergos Institute and the Gates Foundation, Namibia, Lead Methodologist and Team Lead, 2007- 2011.

- Dr. Podems was the lead methodologist and Team Lead providing technical assistance on programme design and evaluation.
- The local and international team assists the Synergos Institute consortium to implement a national program that aims to increase leadership and encourage multi-stakeholder partnerships in the field of health in the private, government and civil society sectors, resulting in improved service delivery.
- Dr. Podems facilitated strategic planning sessions, M&E workshops, developed the hybrid (Outcome Mapping and logical framework) M&E framework, reviewed data quality, and encouraged data use to make management decisions.
- Process, and outcome evaluations have been designed, implemented and conducted using mixed methods. An impact evaluation was carried out in 2011.
- Overall methodology was guided by a systems approach and grounded in Developmental Evaluation.

Comprehensive Multiyear Impact Evaluation – PALAMA and GTZ, South Africa, Manager, 2009-2012.

- Dr. Podems’ managed an international team of evaluation consultants who are conducting a comprehensive evaluation for Palama, a South African government organization responsible for building capacity of government employees, using higher education structures.
- The Executive Development Program (EDP) aims to increase the competencies of South African government personnel leading to a change in their work place, and ultimately influencing the government’s service delivery.
- The process and impact evaluation use a mixed method approach to explore the program’s outcomes, including examining learner’s competencies, exploring the learning approach which includes an eLearning platform, and the programs overall management and implementation.
- The work includes managing field teams, conducting the research, designing multiple methodologies, presenting to and working with the client.
- A utilization focused approach guided the development of a mixed method approach that also drew on a stakeholder evaluation approach.

National Evaluation HIV/AIDS Agenda Setting- CDC, Botswana and Tanzania, 2007 and 2010.

- Dr. Podems led the design and implementation of a cutting edge process that developed into an evaluation workshop that resulted in a National HIV/AIDS evaluation agenda.
- She then took the lead on drafting National Evaluation HIV/AIDS Agenda Setting Guidelines that were provided to the UNAIDS/MERG to be used and adapted by other countries.
- She later improved on this process and implemented a similar process in Tanzania that included a research agenda setting focus in addition to evaluation.

Impact Evaluation - HIV/AIDS Comparative Study, World Bank, South Africa and Kenya, Lead Qualitative Methodologist, 2010.

- She was the lead qualitative methodologist for a World Bank study that compared various types of HIV/AIDS interventions in Kenya.

Outcome Evaluation – Evaluating Networks and National Academies of Science in Africa, U.S. National Academy of Sciences, 7 African countries. 2004-2009

- Dr. Podems served as the Principal Investigator to evaluate a 10 year program to improve the use of evidence-based advice provided by African science academies with regard to HIV/AIDS and other health-related social issues.
- This included a process and outcome evaluation that drew on Outcome Mapping, and was implemented over a four year period.
- Dr. Podems managed 9 international M&E specialists, designed the evaluation methodology, oversaw the evaluation's implementation for seven African countries, and wrote the final reports.
- Dr. Podems provided results in reflective workshops, to the program's Board Members, and at international events

Impact Evaluation - Domestic Violence Act, European Union, South Africa, Team Leader and Facilitator, 2006.

- Dr. Podems was the team leader and facilitator for an impact evaluation on South Africa's Domestic Violence Act, funded by the European Union.
- At the national policy level she provided recommendations for modification for how the law was being implemented by the South African Police Service (SAPS).
- Dr. Podems also served as the lead qualitative curriculum reviewer for a program designed to educate SAPS.

Evaluability Assessment, Obesity Prevention Program, Robert Johnson Woods Foundation, United States, Lead Evaluator, 2009.

- Dr. Podems was a lead evaluator for and conducted evaluations in the United States for the Foundation's obesity funded programs.
- Results were used to inform policy regarding child obesity in the United States.

Environmental Trafficking Evaluation -TRAFFIC and DFID, South Africa. 2005-2010 (Multiple evaluations).

- Dr. Podems designed the formative evaluation that examined how the nonprofit TRAFFIC's multiple trainings and interventions influenced the government's approach to the CITES treaties, and how practice changed on the ground.
- She worked with government, private sector, and civil society stakeholders to gain an understanding of the contextual factors that influence trafficking of illegal animal products (fisheries and other animal products) in and out of South Africa.
- Another smaller evaluation examined how government officials were implementing the CITES agreements.
- She is currently working on a new impact evaluation that is examining how the European environmental laws are influencing the shipping and ports in Southern Africa

Stellenbosch University, University of Cape Town, South Africa, 2007-present; University of Zimbabwe (2005), and CLEAR AA.

- Dr. Podems has developed curriculum and taught various graduate level courses for these Universities. Courses have focused on various elements of evaluation, including:
- International Health Evaluation, Feminist Evaluation, Policy Evaluation, Research Methods, and Evaluation Methods.
- She has also served as a marker for graduate course work, Masters and PhD dissertations, and sat on a panel of external reviewers for PhD candidates.
- Related to this, Dr. Podems designs and teaches graduate level professional courses for the DPME and the CLEARAA centre.

Monitoring and Evaluation Training and Evaluation Facilitation, South African Department of Science and Technology, Pretoria, South Africa. 2011.

- Dr. Podems provided a workshop on Outcome Mapping to the Department of Science and Technology (DST) and their partners (Boundary Partners) on how to use Outcome Mapping to monitoring their 10 year initiative.
- She also worked with the group to develop progress markers (a type of indicator) that could be used to conduct the current outcome evaluation.
- She conducted a visioning workshop in August and facilitated discussion about the evaluation findings for DST with a focus on their monitoring design decisions.

Monitoring and Evaluation Training and Workshops, CDC Vietnam. 2005-2011

- With extensive experience in evaluation design and working on aid programs, Dr. Podems has implemented process, outcome, and impact evaluations that are applicable to their cultural, social, and political contexts, with a focus on use.
- Dr. Podems incorporates this knowledge into her development of curriculums; she is the lead curriculum designer for the Center for Disease Control's (CDC-Vietnam) monitoring and evaluation training.
- She has provided technical assistance to Vietnam's National HIV/AIDS M&E specifically on national HIV/AIDS indicators and provided trainings, lectures and training of trainers on HIV/AIDS and TB M&E for Vietnam.
- She is currently implementing 6 additional courses in Vietnam on evaluation, data management, and qualitative.
- She also is facilitating M&E working sessions between project and M&E based government officials.
- She presents in English, often co-facilitates, and works through simultaneous translation.

Selected Publications and Presentations

- Podems, D.R. (2014). Feminist Evaluation for Nonfeminists in Feminist Evaluation and Research: Theory and Practice. Edited by Sharon Brisolara, Denise Seigart, and Saumitra SenGupta. Guilford Press: New York.
- Podems, D.R. and King, J (2014). Guest editors. *Special Edition of the Canadian Journal of Evaluation*, 28 (3).
- Podems, D.R. (2014) Evaluator Competencies and Professionalizing the Field: Where are We Now? *Special Edition of the Canadian Journal of Evaluation*, 28 (3).
- Podems, D.R., I. Goldman and C. Jacob (2014). Evaluator Competencies: The South African Government Experience. In Podems and King (Eds) *Special Edition of the Canadian Journal of Evaluation*, 28 (3).
- King and Podems (2014). Introduction to Professionalizing Evaluation: A Global Perspective on Evaluator Competencies. In Podems and King (Eds) *Special Edition of the Canadian Journal of Evaluation*, 28 (3).
- Podems, D.R. Critiquing Essentials of Utilization Focused Evaluation: A user's perspective (2014). *The American Journal of Evaluation*, 35 (1).
- Podems, D. R. and Margaret Hargreaves (2012). Advancing Systems Thinking in Evaluation. *The American Journal of Evaluation*, (32)3.

- Podems, D.R. Feminist and Gender Evaluation: Their practical differences. *Journal of Multidisciplinary Evaluation*. August 2010.
- Podems, D.R. (2007). Process Use: A Case Narrative from Southern Africa. *New Directions for Evaluation*, 2007(116), 87–97.
- Bamberger, M., & Podems, D. R. (2002). Feminist evaluation in the international development context. *New Directions for Evaluation*, 2002(96), 83–96.
- Podems, D. R. (2013). *Evaluation in the International Context: A Feminist Perspective*. Paper presented at the American Evaluation Association Conference, Washington DC, USA.
- (2014) *Evaluation competencies: What makes an African evaluator competent?* Paper presented at the African Evaluation Association Conference, Yaoundé, Cameroon.
- (2012). *Feminist evaluation and gender approaches: What are the differences?* Paper presented at the European Evaluation Society. Helsinki, Finland.
- (2011). *Evaluation competencies: Professionalizing the Field*. Paper presented at the American Evaluation Association Conference, Minnesota, USA.
- (2010). *Evaluation from a feminist perspective*. Paper presented at the European Evaluation Society. Prague, Czech Republic.

Professional Affiliations

- American Evaluation Association – Current Board member; Member and past chairperson for the Feminist TIG; Member of the International Committee
- South African Monitoring and Evaluation Association – Member and past Board Member; International Development Evaluators Association – Member

James M. Wile
Education Specialist
Nationality: American

KEY QUALIFICATIONS:

Mr. Wile is a senior level teacher development and literacy expert with over 17 years of technical and executive experience in the field of education development in the United States, South Asia, Africa, and Southern Europe. His experience includes proposal development, program design and implementation, university and school-based teacher education and systems development, program evaluation and policy/advocacy initiatives. He has worked on projects that helped individuals and institutions leverage reading and writing activities for human expression and self-determination. Mr. Wile is committed to the goal of contributing to the professionalization of the education workforce with the ultimate aim of improving learning outcomes for children, families and communities. Mr. Wile holds a Ph.D. in Language and Literacy and has a working knowledge of French.

EDUCATION:

Ph.D., Language & Literacy, The Ohio State University, 1993
M.A., Reading and Curriculum, The University of Michigan, 1981
B.A., Journalism, The University of Michigan, 1971
Elementary Education Certification –University of Michigan 1973-75

LANGUAGES: French (working knowledge)

2008 - present

Independent Literacy Consultant

Provide technical expertise to ministries of education, NGOs, and publishers:

- Contributed an invited critique of the 9 nation survey, “What Arabs Read” sponsored by the NextPage Foundation (2007)
- Presented an invited speech on the “crisis in Arab readership” in Damascus, Syria (2009)
- developed a proposal to the EU in collaboration with the Syrian Culture House to support *1001 Syrian Nights of Reading and Writing* a national scale literacy campaign to promote youth and adolescent reading and writing.
- Created and chaired the Special Interest Group on Global Literacy of the Comparative and International Education Society.

Oct, 2013 – Nov, 2014 Team Leader

Cambridge Education, Namibia

Responsible for leading a national team of language and pedagogy experts to develop a professional development training program to improve pupil performance in early grades reading. Responsible for leading all phases of design, pilot testing, and development of training manuals in 13 national languages. Designing materials to support school-based professional development. Chief Field liaison with the donor (European Commission).

Nov 2013, Proposal Development

American Institute for Research, Georgia

Developed technical sections of response to request for proposals from MCA-Georgia pertaining to a teacher education, quality improvement initiative for secondary school science in the Republic of Georgia. The proposal included specific strategies for enhancing the capacities of individuals and institutions responsible for teacher professional development and student assessment.

Jan 2013 – Present, Program Development

Tanzanian Ministry of Education and Vocational Training, Tanzania

Working in collaboration with the Tanzanian Ministry of Education and Vocational Training division for teacher education, developed a proposal to improve quality teaching of reading through collaboration with Mandaka Teacher Training College (Moshi, Tanzania). The proposal includes such collaborative activities as improving inter-college communications, creating a searchable virtual resource center on best practices in reading pedagogy, curriculum and assessments, the development of renewable alternative sources of electricity, and a plan to establish a Center for the Study of Reading in East Africa.

April 2013, Proposal Development

American Institute for Research, Malawi, Tajikistan, Kyrgyzstan

Contributed to the technical component of two proposals for USAID tenders to improve early grades reading. Served as a critical reviewer and technical advisor to AIR's proposal for early grades reading in Malawi. Conducted field research in Tajikistan and Kyrgyzstan as the basis for developing the technical section of AIR's proposal for Quality Reading in Tajikistan and Kyrgyzstan. Fieldwork included high level meetings with senior education ministers, local potential partners, and evaluating potential local key staff.

2012 – 2013, Program Evaluation of Teaching and Learning Materials

International Business and Technical Consultants, Inc, Tanzania, Ethiopia

Member of a four-person team of education specialists engaged to conduct final, external program evaluation of USAID's Teaching and Learning Program, a sub-activity under the US Government's Africa Education Initiative. Responsibilities included contributing to the over-all design of the evaluation plan and data collection tools. Assigned senior responsibility to collaborate with local (national research teams) in Tanzania and Ethiopia. Further responsibilities included field-based data collection and analysis and drafting of national reports.

2011 – 2012, Chief of Party, Georgia Primary Education Project

Chemonics International, Georgia

Contributed technical portions to the successful proposal, then served as Chief of Party during start-up phase of initial year of activities. Responsible for liaison with USAID Technical Representative and with senior leadership in the Georgian Ministry of Education and Science. Supervised the development of conceptual frameworks and organizational structure of professional development materials for in-service teacher education to improve learning outcomes in elementary grades 1-6 students in reading and math. Major innovations successfully negotiated included the development of diagnostic assessments of reading and math with full endorsement of the Ministry of Education and Science and the implementation of a system of school-based professional development leaders (i.e., reading and math coaches) in 2000 schools in Georgia (80 percent national coverage).

2009 – 2010, Senior Technical Advisor, Improving the Quality of Primary Education Program

Academy for Educational Development, Ethiopia

Participated in the technical development of a winning competitive proposal and provided in-country short-term technical assistance to develop a long-term, detailed implementation plan. Major technical

responsibility included leading the in-country team of national consultants to develop a four module series of in-service training for early grades reading. Provided technical consultation to the National Ministry of Education and to USAID.

2008 – Jan 2010, Senior Education Advisor

Academy for Educational Development

Provided technical expertise to proposal development, technical implementation and advocacy initiatives in collaboration with national Ministries of Education and Culture. Developed technical proposals for the design and implementation of large-scale national education improvement programs in Ghana, Ethiopia, and Peru totalling over US\$75 million and created the Success in Schools- series of policy advocacy publications. Provided short-term technical assistance in Ethiopia, Liberia, Tanzania, and Kenya.

2008, Team Leader

Evaluation of the National Book Program (USAID), Egypt

Team leader of a group of four senior Egyptian nationals to conduct a post-program external evaluation of a USAID-supported non-textbook publishing and procurement program in Egypt. Leadership responsibilities included the development of an overall evaluation design, leading the collaborative decision-making process of the team in organizing in-country activities, liaising with USAID representatives in Cairo; design and leadership in the development and of a collaborative final report submitted to USAID and the Government of Egypt; presentation of findings at a stakeholders meeting (publishers, Ministry, USAID staff) in Cairo.

Jan 2004 – Jan 2008 Director of International Development

International Reading Association, Macedonia

Supervised all aspects of this national scale program involving the transformation of vocational secondary schools throughout Macedonia. This program featured the introduction of literacy pedagogy, critical thinking skill development, and ICT proficiency embedded into the traditional vocational education curriculum and the revitalization of vocational education field assignments and job counselling for youth. Supervisory duties included management of field staff, monitoring all budgets, consultation with USAID representatives, field staff, and representatives from the Ministry for Education and Vocational Training, developing of quarterly and annual reports, managing professional development programs (including the development of training materials), presentation of program activities and accomplishments at national and regional professional conferences.

2003 – 2008, Director of International Development

Education Sector Reform Assistance, Pakistan

Supervised all phases of effort from the development of the Implementation Plan to program rollout through two regional consortia (Baluchistan and Sindh provinces), responsible for quarterly and annual reporting, representation at consortium meetings, project vision and the design of professional development materials and training system (over 40,000 teachers trained in 5 years), introduced action research/reflective practice component, and capacity-building programs for provincial teacher education institutions; liaised with international and national partners in Islamabad & Karachi.

2006 – 2008, Supervisor

USAID, The Literacy Hub for the Broader Middle East and North Africa

Supervised the design and implementation of an online, interactive database (www.literacyhub.org) intended to serve as a clearinghouse for education professionals and policy makers in the BMENA

region. Responsibilities included collaboration with USAID on the formulation of vision and strategic plan for the implementation of the resource, represented USAID at various G8 meetings (Cairo; Sanaa) for presentation of the Literacy Hub plan, and meetings with representatives of various ministries of education from the BMENA region to create a Regional Steering Committee; supervised the development of online content and the development of standards for publication; planned a regional meeting (in Cairo) for representatives of participating BMENA countries.

2003-2008, Director of International Development International Reading Association

Responsible for all phases of program development, coordination, and supervision of international professional development of university and college faculties in developing economies under the auspices of the International Reading Association.

Professional Activities in the United Republic of Tanzania

Beginning in 2000 I have led a number of professional development programs in Tanzania in both Zanzibar and the Mainland in collaboration with the MOEVT's Division of Teacher Education and UNESCO-Dar es Salaam. Conceived, designed and implemented in a spirit of collaboration and mutual respect, these professional activities have made significant contributions to the capacity of individuals and institutions in Tanzania. Highlights include:

- Co-designed and implemented an Active Learning Program.
- Organized professional support for Tanzania's national campaign to upgrade B/C teachers.
- Designed and implemented the Diagnostic Teaching of Reading program.
- Supervised the development of the Diagnostic Teaching of Reading program for non-formal literacy sites. (adolescent and adult learners)
- Facilitated the National Literacy Study Group and the preparation of a final report and recommendations to the Ministry of Education and Culture.
- Facilitated the dissemination of Diagnostic Teaching of Reading to all Teacher Colleges in Tanzania.

Selected Journal Articles

Wile, J.M. (2006) When quality counts: Criteria for effective literacy programs. Report from the 3rd annual Global Perspectives on Literacy forum. Newark: DE International Reading Association.

Wile, J.M. (2005) Building inclusive communities through literacy: The role of professional development. Report from the 2nd annual Global Perspectives on Literacy forum. Newark: DE International Reading Association.

Wile, J.M. (2005). Multi-cultural literacy and social cohesion in Nigeria. Technical report to the World Bank. Newark: DE International Reading Association.

Wile, J.M. (2005). The Diagnostic Teaching Program in Tanzania. Technical report to UNESCO and the Tanzanian Ministry of Education. Newark: DE International Reading Association.

Wile, J. M. & Musai, B. (2004). Lessons from Albania: Professional Development that Transforms Educators, Schools, and Communities. *Mediterranean Journal of Education in Society*.

Previous experience includes:

- University level teaching, Miami University, Oxford, Ohio (1993-2003)
- Primary school teaching (1976-1986)
- Numerous research, creative and other scholarly activities (including monographs and journal articles)

Gaëlle Simon – Activity Coordinator

Summary

Gaëlle Simon is an Education Specialist with over 10 years of experience in planning and managing international projects. She works closely with donors and contractors to design and implement technically sound and appropriate education projects, learning assessments and training programs. She is a program manager and technical advisor on projects in several countries, including Pakistan, Tanzania, Zambia and Haiti. Ms. Simon has managed technical and administrative aspects of EGRA and EGMA assessments in Pakistan, led the development of a reading program in Haiti, designed and implemented learning assessments in Tanzania, trained and supervised data collection teams in post-earthquake Haiti, and developed interactive radio instruction programs in Haiti and Tanzania.

Education

- 2003 Professional Certificate, Advanced Project Management, Stanford University Center for Professional Development; Stanford, CA
- 2001 M.A., Master of Education, concentration in International Education, Harvard University Graduate School of Education; Cambridge
- 2000 B.Sc., Inclusive Elementary and Special Education, Syracuse University; Syracuse, NY

Experience

Technical Manager, Management Systems International, Arlington, VA, Dec 2014 - Present

- Manage implementation of monitoring and evaluation and assessment systems on USAID funded contracts
- Lead implementation of early grade reading assessment activities for the IBESP project in Lebanon
- Led implementation of external EGRA baseline for Tusome project in Kenya (2015); developed tools; trained data collection teams; designed and managed quality control systems; worked with IT department to create electronic data collection application; interfaced with USAID/Kenya and the Ministry of Education during implementation
- Support business development by drafting sections of technical implementation and monitoring and evaluation approach for education projects

Senior Program Manager, School-to-School International, Washington, DC, Aug 2011 – Dec 2014

- Managed technical implementation of several USAID funded subcontracts in education (Tanzania, DR Congo, Senegal, Zambia, Haiti, Pakistan)
- Primary contact with clients in Washington DC and with Chiefs of Party in the field; oversaw all financial, technical and contractual management of projects

- Led training of item writers, master trainers, quality control officers and enumerators for EGRA/EGMA baseline assessments in 8 provinces and in 3 languages of Pakistan
- Coordinated and supervised field data collection in Pakistan; planned logistics and scheduled of activities for EGRA/EGMA assessments in 1680 schools in 2013 and 2014
- Led technical design of a reading program for grades 1 and 2 in Haiti; program used an “adapted methodology” (didactique adaptée) to transition students from Creole to a French-based curriculum
- Developed items for curriculum-based student and teacher assessments in Tanzania and DR Congo; trained item writers; led piloting and revision efforts; finalized tools
- Worked with field team and Ministry of Education in Zambia to design system for school-based assessments, including continuous assessment tools and implementation plan
- Supported business development by drafting technical and financial proposals and recruiting staff

Team Leader, Independent Consultant, Port-au-Prince, Haiti, May-June 2011

- Single-handedly wrote winning proposal to USAID/Haiti for rapid appraisal of schools
- Co-developed accessibility audit tools to be used in rapid appraisal
- Designed rapid appraisal methodology and led training of surveyors
- Responsible for quality assurance and quality control of collected data
- Drafted findings report with recommendations to USAID, the Ministry of Education and other partners

Consultant/Evaluator, Creative Associates International, Inc., Washington, DC, Jan-Feb 2011

- Wrote report on current USAID funded projects in the education sector in Haiti to assist in understanding potential opportunities for future assistance; determined possible future directions for education projects in Haiti based on current USAID strategies, reconstruction plans and Ministry of Education priorities
- Reviewed information collected in previous sector assessments and updated reports with current data
- Reviewed currently funded education program, collected data on project components and provided information on successes and problems in implementation; evaluated project achievements to date according to project objectives and expected results
- Identified local and Diaspora organizations working in education in Haiti, reviewed current portfolios and analyzed capacity to support new education programs

Consultant/Program Manager, Global Relief Technologies, Portsmouth, NH, Jan-Aug 2010

- Led research and assessment projects during relief and early recovery phases immediately following the January 12 earthquake in Haiti
- Provided technical, administrative and financial leadership to teams in the field; ensured technical and financial contractual compliance of all contracts
- Led assessments/data collection for first comprehensive database of amputees
- Developed and managed a \$248,000 two-month IDP camp assessment project funded by US Military Southern Command (DOD) and follow-on project funded by USAID for an additional two months and \$340,000
- Developed proposal to IOM for three-month data collection in IDP camps for \$350,000 and managed initial two months of project implementation
- Managed up to 51 surveyors in data collection for various and simultaneous projects
- Developed training plans and led training sessions
- Introduced Rapid Data Management System (RDMS) to various local and international organizations

- Briefed Joint Task Force of the US military, USAID, IOM, the UN Inter-Cluster Coordination Committee on data collection methodology, assessment progress and results to date
- Designed and oversaw implementation of Quality Assurance/Quality Control process; regularly reviewed data sets and provided on-going training to surveyors
- Met regularly with partners to discuss project progress and troubleshoot areas of concerns
- Edited reports on findings

Project Specialist, American Institutes for Research, Washington, DC, Aug 2008 - Dec 2009

- Managed \$27 million 3-year cost plus fixed-fee USAID contract for an education project in Haiti
- Coordinated all technical aspects of project implementation with USAID, the Ministry of Education (MENFP) and subcontractors
- Served as Chief of Party during leadership transition period
- Negotiated changes in scope of work with client and communicated project status progress
- Coordinated project support with home office team including the supervision of two Project Assistants
- Provided support to subcontractor on program design for the development of sexual and reproductive health (SRH) modules; supported the elaboration of consultant scope of work for review of international best practices in the development of SRH modules
- Provided technical assistance in early grade reading (EGRA) and math (TEMA) assessments, distance education, teacher training and certification, monitoring and evaluation, scholarship program
- Responsible for research and technical report writing, finance review and budget monitoring, progress report review and editing, project compliance with contract deliverables, including PEPFAR requirements
- Coordinated with local organization the distribution of scholarship packages
- Worked with home office team to set-up and train field financial team on new procedures
- Worked with project team to develop Project Management Plan and annual implementation plan
- Supported the design of the Performance Monitoring Plan, including the development of project indicators
- Drafted terms of reference for Geographic Information System (GIS) school mapping activity
- Wrote successful \$5 million project expansion proposal

Education Development Center, Inc., Washington, DC, Mar 2003 – Aug 2008

- **Associate Project Director**
 - Managed implementation and contractual compliance of projects in various countries
 - Served as Chief of Party in Tanzania and as field based Technical Advisor in Haiti and Tanzania as needed
 - Provided technical assistance to local organization for the development of learning programs in basic education and lifeskills targeting out-of-school youth
 - Developed teacher training plans and materials for non-formal education centers
 - Evaluated program for children in Kindergarten; oversaw changes to increase program efficacy and impact
 - Supported Monitoring and Evaluation Specialists with the design and implementation of M&E systems and the development of data collection and evaluation tools
 - Trained field researchers in Guinea on observation and interviewing techniques for study on classroom reading practices
 - Co-developed winning proposal for new project in Tanzania; wrote program description for project extension in Haiti
 - Managed project technical activities, administrative and logistical procedures and project budget

- Drafted project technical progress reports and maintained project technical and administrative records

- **Project Coordinator**

- Helped implement a feasibility study for Sesame Street in West Africa; identified and supervised local research consultants; drafted sections of the findings report and edited final report
- Served as main resource person and communicator during financial and technical audit mandated by sponsor in Tanzania
- Coordinated projects start-up and close-down
- Monitored program budgets
- Assisted in the development of proposals
- Fielded consultants and developed scopes of work
- Coordinated work of sub-grantees

Volunteer Teacher, Waldfrieden Primary School, Omaruru, Namibia, Jan-Dec 2002

- Developed and implemented curricula in English and social studies for grade 6
- Planned lessons and activities for learners and wider community concerning HIV/AIDS
- Administered school library and designed literacy enrichment activities for learners grades 1- 6
- Organized fundraising campaigns for school athletics and computer literacy classes for local teachers
- Wrote successful grant proposal to increase library resources
- Successfully obtained scholarships for secondary schools for several grade 6 leavers

WorldTeach, Cambridge, MA, Sept 2000 – Dec 2001

- **Admissions and Alumni Coordinator,**

- Publicized international teaching opportunities and recruited volunteers
- Reviewed and assessed volunteer applications to determine program eligibility
- Managed database to compose reports about program participants for Board of Directors
- Conducted market research to identify potential volunteers and donors
- Served as liaison between returned volunteers and organization
- Developed content for organization's website

- **Assistant Program Manager**

- Responded to prospective volunteer and donor queries
- Helped write and revise program literature including cross-cultural reading materials
- Assisted with the admission notification process and post-admission services
- Updated program binders and files
- Tracked and processed volunteer documents and fee payments

Languages

Haitian Creole (native), French (native), English (fluent)

Stephen D. McLaughlin
Case Study Lead, Ghana
Nationality: American

KEY QUALIFICATIONS:

Mr. McLaughlin has over 25 years of research and evaluation experience, both in international and U.S. settings, in all aspects of education, as well as programming for youth development, HIV/AIDS education and for orphans and vulnerable children. His experience includes designing, conducting and managing evaluations, performance monitoring systems, and social science research for government and private sector organizations in 36 countries including the U.S. Results of his studies have been used in program improvement, policy revisions, designs of loan and technical assistance programs, management decisions, funding proposals, and future research. In his capacity of Education Program Development Adviser, Mr. McLaughlin has contributed to the programming of numerous donor-funded projects around the world.

EDUCATION:

EdD, International Education, University of Massachusetts, Amherst, MA, 1979

MEd, Education, University of Massachusetts, Amherst, MA, 1974

BSc, Secondary Education; **BA**, Social Science, Ohio State University, Columbus, OH, 1966

Member, American Evaluation Association.

PROFESSIONAL EXPERIENCE:

2004 – present, Independent Consultant

Multiple organizations

Following are descriptions of relevant consulting assignments.

Evaluation Team Leader, International Business and Technical Consultants, Inc., Vienna, VA

Led an international team to evaluate the \$3.4 mil. USAID-funded Ukrainian Standardized External Testing Initiative (USETI), which technically supports a new merit-based approach to university admissions using standardized tests. Developed evaluation instruments, conducted field interviews in Ukraine, analyzed data, communicated with USAID and co-wrote final report of outcomes evaluation. Earlier, wrote the technical proposal for this education evaluation project.

Evaluator, International Business and Technical Consultants, Inc., Vienna, VA

Evaluated Peace Corps' USAID-funded Small Project Assistance (SPA) programs in Ukraine and Senegal. Designed the evaluation plan, developed data collection instruments, trained the interviewers, and oversaw the in-country data-collection work of local research firms. Developed data analysis mechanisms and monitored preparation of evaluation reports in the two countries. Wrote a synthesis report and designed a generic evaluation model to be used by Peace Corps and USAID for future country evaluations of SPA. Coordinated activities and communication between agencies.

Evaluator, The Asia Foundation/Afghanistan, Kabul, Afghanistan

Assessed the learning outcomes of the Aid Afghanistan Education (AAE) program of private primary/secondary schools for disadvantaged girls in Afghanistan. Developed research methodology and conducted field data collection in girls' schools in five provinces within Afghanistan. Advised AAE, Asia Foundation and USAID/Afghanistan on measures to strengthen the education quality of schools.

Evaluation Adviser, International Youth Foundation, Baltimore, MD

Assisted IYF in preparing research plan, building host country institutional relationships, and identifying host country research resources for a multi-sectoral study of youth conditions in 8 African countries. Assessment incorporated broad analysis of cross-sector interactions between youth education, employability, civic participation, reproductive health, agricultural participation, and technology use and facilitates comparison of conditions and program and policy options.

Educ. Adviser/Proposal Writer, International Relief and Development, Arlington, VA

Assisted preparation of a proposal for a USAID school-community improvement project in Jordan. Conducted background research in Jordan, conceptualized, wrote and/or edited portions of technical components. This included the monitoring and evaluation component, such as development of evaluation methods and performance monitoring indicators and plan. Provided ongoing assistance in positioning IRD, and presenting its multi-sector programming to others, to bid effectively on USAID education projects. Work included building partnerships with other educational organizations, identifying USAID education priorities, and writing education technical proposals.

Evaluator, Aguirre/JBS International, Bethesda, MD

Conducted for USAID and the Malawi Ministry of Education Science and Technology a capacity gap analysis of, and corrective strategies for, Malawi's secondary education sector as well as gap and strategy analyses of higher education, technical/vocational education, and out-of-school youth education. Recommended strategies for addressing sector gaps.

Evaluation Team Leader, Checchi Consulting, Washington, D.C.

Led a multi-national team in evaluating the USAID-funded Youth Empowerment Project in Afghanistan, operated by UN Habitat. Responsible for evaluation methods, coordination and collection of field data, data analysis, communication, and report writing and presentation to USAID officials.

Education Program Adviser, International Relief and Development, Arlington, VA

Assisted IRD in rationalizing and marketing the education and training components that are inherent in IRD's diverse range of sectoral development projects.

Evaluator, The QED Group, Washington, D.C.

Evaluated USAID-funded Liberia Teacher Training Program (LTP) operated by the Academy for Educational Development to improve teacher training quality and coverage in Liberia.

Evaluator, Save the Children USA, Westport, CT

Developed an evaluation approach for STC's child sponsorship programs worldwide. The approach provides guidance for institutionalizing M&E based on agency's program implementation realities and resource constraints.

Evaluator, Plan USA, Washington, D.C.

Documented lessons learned and best practices of the Gates Foundation's Hope for African Children Initiative that, through a consortium of Plan, CARE, Save the Children, Society of Women and AIDS in Africa, Network of Africans Living with AIDS, and World Conference on Religion for Peace, provided basic support services to orphans and vulnerable children (OVCs) in nine African countries.

Evaluator, Plan/Vietnam, Hanoi, Vietnam

Evaluated Plan's program, the Livelihood Advancement Business School (LABS) in Vietnam, for training poor and disadvantaged migrant youths in marketable modern job skills and prepared a proposal for obtaining continuing funding for the program from international donors.

Evaluator, IFC Macro International, Inc., Calverton, MD

Assessed USAID/Malawi's education portfolio and Malawi's educational development needs, plans and initiatives, focusing on the professional development of primary school teachers. Examined USAID's coordination with other donor programs in Malawi and provided recommendations on future directions for the Malawi Ministry of Education and USAID/Malawi.

Evaluator/Proposal Writer, Creative Associates International, Inc., Washington, D.C.

- Conducted a desk study of education needs and programs in Egypt and, earlier, revised a USAID-funded manual for diplomats and practitioners on conflict prevention and mitigation.
- Wrote and edited final report of USAID Education II Project to help reconstruct and reform Iraq K-12 education system.
- Co-wrote the technical proposal for a \$5.75m. USAID girls' education, health, and anti-corruption project in Benin and a winning proposal for a \$21 million USAID project in Uganda to decentralize education, inform students about HIV/AIDS, and involve communities in schools.
- Developed outcomes evaluation design, including elaboration of data collection instruments, sampling plan, and performance indicators, for the USAID EDII Project in Iraq. Evaluation/monitoring included components of teacher training, provision of materials and equipment, an EMIS, early childhood development, and rehabilitation of schools.
- Wrote evaluation/monitoring section for a bid on a US DOL contract on abusive child labor in Egypt.
- Researched/wrote winning proposal for a \$75 mil. USAID basic education project for Afghanistan.
- Wrote/edited major sections of the successful proposals for two global USAID education and health contracts worth up to \$2 bil. total.

Evaluator, EnCompass LLC, Rockville, MD

- Evaluated USAID-funded Quality Assurance Project's health collaborative model for HIV/AIDS in Russia. Tasks included conducting field data collection, data analysis and writing of evaluation report.
- Earlier, conducted evaluation of UNAIDS' HIV/AIDS Learning Strategy in Nigeria.
- Prepared an evaluation design for an EnCompass proposal for World Bank business project.

Evaluator, Management Systems International, Washington, D.C.

Evaluated USAID education reform project in Alexandria Egypt as part of an international team, including designing instruments, conducting field data collection and writing of report sections.

Evaluator, Aguirre International/JBS International, Bethesda, MD

As part of an international team, evaluated a USAID-funded health education, gender equity, and community development project in Zambia, including field interviewing and report writing.

Evaluator, American Councils for International Education, Washington, D.C.

Designed instruments, analyzed data, wrote and edited report sections of an evaluation of a comprehensive World Bank education reform project in Albania.

Evaluator, SchoolWorks, Beverly, MA

Co-chaired evaluation panel and coordinated the writing of the evaluation report for a Boston middle school.

Proposal Writer, American Institutes for Research (Wash. DC), CHP Int., (Chicago, IL) and Educ. Development Center (Newton, MA)

Wrote sections of two USAID funding proposals and a concept paper for a proposed youth civic participation/service-learning program in Russia.

Researcher, CARE International, Atlanta, GA

Did research for a successfully funded proposal for a girls' primary education project in Ghana.

Proposal Writer, Management and Training Corporation, Washington, D.C.

Designed/wrote the M&E narrative and monitoring and evaluation plan of a proposal for a USAID workforce development project. In 2014, wrote M&E sections and interviewed candidates for, and reviewed, a proposal for a U.S. Labor Dept. project to mitigate abusive child labor.

Researcher/Proposal Writer, Creative Associates International, Inc., Washington, D.C.

Conducted desk research of USAID programming in Asian and Far Eastern countries for future proposal preparation. In 2013, designed the proposed technical approach and methodology for a project to investigate use of online learning programs for the education and livelihood skill training of refugees and prepared technical sections of a funding proposal for a project in the immigration sector.

2000 – 2003

Project Manager

Macro International, Inc., Calverton, MD.

- Managed an outcomes evaluation of the U.S. Department of State's International Visitor Program (IVP) education exchange program. The study assessed outcomes of the professional exchange experience on the careers of emerging and senior leaders in education, government, business, science and media and on their home institutions, communities and countries.
- Oversaw budget and financial matters and supervised the work of assistants and other researchers in preparing the sample. Designed instruments for collecting data in eight countries, including Russia, Georgia, Kazakhstan, Ukraine, China, Japan, Malaysia and Vietnam. Liaised with headquarters and overseas staff of the U.S. State Department and national program agencies for the IV Program. Wrote technical sections and coordinated preparation of successful funding proposal.

- Earlier, coordinated an outcomes evaluation of U.S. Dept. of State's English Language Fellows (ELF) Program, which resulted in a significant funding increase for the program by the DOS. Evaluated program's impact on the quality of English language instruction in non-English speaking countries and professional and cultural relationships with Americans and U.S. universities.
- Prepared survey and interview instruments. Conducted data collection in 8 countries, including South Africa, Mozambique, Ukraine, Jordan, Russia, Hungary, China and Mexico. Analyzed quantitative and qualitative data and prepared final evaluation report, including quantitative data tables. Supervised assistants and researchers. Wrote key sections of successful funding proposal.

1996 – 2000

Evaluator

Corporation for National Service (CNS), Washington, D.C.

- Evaluated seven organizations contracted by the Corporation for National Service at a total annual budget of almost \$3 million to provide training and technical assistance (T/TA) to AmeriCorps and Learn and Serve America programs nationwide.
- Improved the quality and timeliness of training and technical assistance to more than 500 service-learning and community-service programs nationwide.
- Facilitated development of more tailored T/TA services to AmeriCorps with a nationwide survey of needs, reviewed funding proposals for CNS contracts worth more than \$1.85 million annually, and identified options for programming \$5 million in unused funds for state commissions.

1990-1995

Management Analyst

U.S. Peace Corps, Inspector General Office, Wash., D.C.

Improved program efficacy and the agency's impact through evaluations of volunteer projects and administrative and financial accountability in 14 countries and the headquarter personnel office. Synthesized findings from multiple evaluations in a "trends report." Received outstanding service awards.

Summary of Professional Experience Prior to 1990

As Research Consultant with the World Bank, Washington, D.C., facilitated Bank financial support of the informal economic sector in developing countries through research of innovative vocational training and non-formal education programs, assessments of links between vocational training opportunities and workplace needs, and study of small-scale entrepreneurship in Africa.

As a consultant, improved the effectiveness of Peace Corps' secondary education programs through evaluation of Volunteer projects in two African countries.

Research Consultant with African Development Foundation (ADF), Washington, D.C. to streamline grant reporting and tighten financial accountability of ADF's grant application process in Africa.

Research Consultant with International Development and Energy Associates, Inc., Washington, D.C. to strengthen USAID's tracking of foreign trainees in U.S.-based urban studies programs.

Research Consultant with Development Associates, Inc., Arlington, VA. to assess non-formal education programs throughout Pakistan for development of a comprehensive USAID education assistance package.

Co-Manager of USAID projects at UMass. Center for International Education, Amherst, MA to classroom-test computer learning devices in, and develop a work-related literacy approach for, African countries.

Co-researcher at UMass, Center for International Education of a UNESCO-funded project to research and write an evaluation guide for teacher training programs worldwide.

Lecturer at Government Teacher Training College, Magburaka, Sierra Leone in African History, social studies teaching methods and practice teaching supervision (Peace Corps Volunteer assignment).

Teacher of eighth grade American History, Dublin, Ohio.

Vitalis A. Agana
Local Education Specialist, Ghana
Nationality: Ghanaian

KEY QUALIFICATIONS:

Mr. Agana is a Ghanaian researcher with technical expertise in qualitative and quantitative research methods and data analysis, performance monitoring, quasi-experimental design in program evaluation, school-community relations, and capacity building. Mr. Agana's previous experience includes his work as Senior Research Officer conducting base line survey on the educational needs of girls and children with disabilities, Team Leader on base line study on the use of sanitation and hygiene facilities in school communities and other participation on research teams. Mr. Agana holds an M.Phil. degree in Development Management and a BA in Accounting and Sociology.

EDUCATION:

M.Phil, Development Management, University of Development Studies, Wa, Ghana, 2012

BA, Accounting & Sociology, University of Ghana, Legon, Ghana, 2006

Teacher's Certification "A", Bagabaga College of Education, Tamale, Ghana, 1996

PROFESSIONAL EXPERIENCE:

Research

1. Presented a research paper on "Ethical Principles in Social Science Research" (unpublished), before post graduate students of the University for Development Studies and organised by APSA in collaboration with the Department of Social, Political and Historical Studies, Faculty of Integrated Development Studies, UDS, Wa Campus (2015).
2. Senior Research Officer for VSO/TENI Phase Two. Led a team of 10 Research Officers and 20 research assistants to conduct base line study on the educational needs of girls and Children with Disability (CwDs) in the Talensi, and Nabdam Districts in the Upper East Region (2014).
3. Led a four member research team to conduct a research on the impact of the Ghana school feeding program on quality and accessible basic education delivery in the Tolon District of Northern Region (2013/2014 academic year).
4. Agana, V. (2012). *Improving School Community Relationship in the Tolon-Kumbungu District of Northern Region, Ghana*. Master's Thesis submitted to the University for Development Studies in Partial fulfilment for the Award of Master of Philosophy Degree in Development Management.
5. Team Leader for a base line study on the use of sanitation and hygiene facilities in school communities in the Tolon/Kumbungu District (2010).
6. Designed data collection instrument used for community mapping exercise on basic school infrastructural facilities in the Tolon/Kumbungu District (2009).

Consultancies:

1. Developed a research proposal that won a research consultancy job from a Denmark partners on, identifying the skills development needs of the youth in six (6) selected districts in the Northern Region (2012).

2. Led a five member research team and 60 research assistants to successfully undertake this research and submitted the final report to Youth Empowerment for Life (YEfL), a Danish funded NGO based in Tamale (2012).
3. Conducted Needs Assessment for Centre for Promotion of Youth Development and Employment with sponsorship from German Development Service (DED) (November, 2010).
4. Conducted a baseline survey on funding opportunities for the youth in Tamale Metropolis, funded by SEND Ghana (2014).

2009 - Present

Assistant Director

Educational Planning, Research, Monitoring and Evaluation, Ghana Education Service, Tolon District Directorate of Education, Tolon, Ghana

- Lead the development of Annual District Education Operational Plans (ADEOPs).
- Lead preparation of Annual District Education Performance Reports (ADPR) for the Tolon District Directorate of Education.
- Responsible for policy research, monitoring and evaluation.
- Prepare monitoring and evaluation plans for the district directorate of education.
- Developing Monitoring and Evaluation (M&E) framework for programmatic strategies and planned activities within the education sector in the Tolon District.
- Designing M&E tools for the implementation of all intervention programs (both Government and donor partners) within the education sector.
- Leading in the implementation of planned M&E activities in the district.
- Planning for the implementation of M&E frameworks with reference to broader program and organizational context.
- Writing M&E reports and communicating outcomes to stakeholders through stakeholder engagement.
- Leading in educational research design and implementation process.
- Identifying appropriate research methodologies and applying them within the context of Ghana's educational policy and programs.
- Designing data collection tools, analysing research data, and communicating results of research findings to key stakeholders.

2007 - 2009

Assistant Director

Budget and Financial Control, Ghana Education Service

Tolon District Directorate of Education, Tolon, Ghana

- Responsible for preparation of annual budget estimates and Medium Term Expenditure Framework for the District Directorate of Education.
- Prepared recurrent and capital expenditure estimates for the district.
- Prepared annual work plans for implementation of Government of Ghana (GOG) and donor funds in line with the Education Strategic Plan (ESP) and the priorities of the district.
- Monitored expenditure implementation to ensure compliance with approved budget estimates.
- Prepared quarterly budget implementation reports and submitting them to government and donor partners.
- Prepared nominal roll and establishment warrant for staff of Ghana Education Service in the district.
- Distributed school capitation grant and GPEG grant to basic schools in the district.

- Vetted School Performance Improvement Plans (SPIPs) for approval by the District Director of Education.

2006 – 2007

District Training Officer

Ghana Education Service, Tolon/Kumbungu District Directorate of Education, Tolon

- Designed training and development models for the district.
- Identified the training needs and organized training workshops for teachers in the district.
- Coordinated all In-service Education and Training (INSETs) with the collaboration of the District Teacher Support Team (DTST).
- Wrote and submitted comprehensive quarterly INSETs reports to the National INSETs Unit of the Ghana Education Service.

1996-2003

Statistics Officer, Methodist education Office

Koforidua, E/R.

- Compiling and computing data according to statistical formulas for use in education planning
- Coding data for computer entry.
- Compiling reports, charts, and graphs that describe and interpret findings of school examination results.
- Computing and analyzing data, using statistical formulas and computers in order to rate school performance.
- Filing data and related information, and maintain and update databases.

Professional Accomplishments:

- A member of the District INSETs Committee that has trained over 200 Head teachers and 1,000 Teachers on improved teaching techniques, educational planning and management efficiency over the last three years (from September 2013 – October 2015).
- Completed the preparation of Annual District Education Operation Plan (ADEOP) ahead of schedule for three consecutive years (from September 2013 – September 2015).
- A member of the district GPEG implementation team that applied over 1.2 million dollars funds from GPEG in promoting educational management efficiency, quality and accessible education delivery, and improved gender parity in the Tolon District Directorate of Education (September 2013 –October 2015).
- A member of the District Education Planning Team (DEPT) that improved:
 1. The BECE results of the Tolon District for the last three years (27% in 2012, 39% in 2013, and 60% in 2014).
 2. Recorded zero percent (0%) of pregnancy rate among the final year JHS girls that wrote the BECE for two consecutive years (2014 and 2015).
 3. Increased the number of basic schools in the Tolon District from 87 in 2013 to 89 in 2014.

Awards:

- Hard working staff of the year 2013 in the Tolon District (April 2014).

Anna-Louise Oliver Davis – Case Study Lead, Namibia

Summary

Anna-Louise Davis has twenty years of experience working with community-based organisations, NGOs, the government and donors in the Namibia development sector. Particular emphasis has been on leading the design, implementation and monitoring of key Namibian conservation and tourism projects in community-based natural resource management (CBNRM), communal conservancy sector programmes and more recently the public health sector.

Program design and management – Mrs. Davis has experience in designing and delivering integrated support packages, particularly in facilitating strategic and integrated program planning, using innovative and participatory processes.

Organizational and institutional development – Mrs. Davis’ support has focused on good governance, leadership and institutional development. She possesses considerable experience in facilitation, training and the development of a range of training, facilitation and advocacy materials including toolkits, trainer’s guides, manuals, study guides and Annual State of Conservancy reports (2003 – 2012).

Program administration – This includes fundraising, technical and financial administration for a range of donor grants including monitoring and evaluation and sub grant management for numerous CBOs and NGOs.

Monitoring and Evaluation - The emphasis of this work has been on the design and implementation of monitoring systems for programs (conservation and public health) and the design and completion of program evaluations.

Supporting public health partners and network organisations – Mrs. Davis has worked with Pact Namibia and Synergos Institute Namibia on public health support projects, which involved the design, implementation and monitoring of institutional support processes and tools (materials, training, mentoring, leadership and monitoring and evaluation) for key personnel, as well as coordination and networking bodies under the Ministry of Health and Social Services (MoHSS).

As well as working in Namibia, she has experience working with CBNRM and allied development programmes in Botswana, Malawi, Mozambique, Uganda, Zambia, and Zimbabwe.

Education

- M. A. Art History, University of St Andrews, Scotland, UK, 1988-1992
- Carnegie Scholarship Recipient, Scotland, UK, 1988-1992

Experience

- **Pact, Namibia, Director of Leadership and Capacity, Jan 2014 - Present**

- Jointly leading the design and implementation of a three-year, USAID funded project aimed at building leadership and good governance bodies tasked with coordinating the multi-sectoral response to HIV in Namibia
- Focus has been on working at multiple levels, in partnership with government and key implementing NGOs and CBOs to support processes and build skills for evidence-based decision-making and coordinated action. This has enabled network members to avoid duplication and ensure optimal allocation of dwindling resources
- Special focus has been on a client-centred approach, advocating for the needs and rights of people living with HIV (PLHIV)
- **Conservancy Development Support Services (CDSS), Namibia, M&E Specialist, 2011 – Nov 2014**
 - Led the design, development and implementation of M&E systems for the four-year project working with 31 communal conservancies in Namibia under funding from the Millennium Challenge Account Namibia (MCA-N)
 - Focused on development and implementation of a comprehensive two - tiered system to measure performance of the project specific outcomes and broader CBNRM impacts
- **Pact, Namibia, Manager for Civil Society Organisational Development, July – Dec 2013**
 - Ran an institutional development support programme for non-government organisations receiving grants from the Finnish Embassy under the Local Cooperation Assistance fund
 - Key support included grant management, strategic planning, and monitoring and evaluation for Namibian NGOs
- **Integrated Rural Development and Nature Conservation (IRDNC), Namibia, Technical Advisor for Institutional Development, 2004 – July 2013**
 - Oversaw the production of a series of training manuals to be used by trainers working with communal area conservancies in Namibia
- **SADC Secretariat, Namibia and Zambia, Country Specialist for SADC Training Needs Assessment, July – Dec 2012**
 - Compiled a country assessment for Namibia and Zambia on the training needs of wildlife managers and rangers (WMR) in protected areas
- **Namibia Nature Foundation (NNF), M & E Specialist, 2004-2012**
 - Designed, developed and implemented national monitoring and evaluation of the CBNRM program on behalf of NACSO (an umbrella organisation for CBNRM implementers in Namibia) in close collaboration with the Ministry of Environment and tourism (MET)
- **Conservancy Development Support Services (CDSS), Namibia, Materials Development Consultant, Nov 2010 – April 2011**
 - Coordinate the production of a series of training manuals to be used by trainers working with communal area conservancies in Namibia
- **ICF Macro, Namibia, M & E Technical Advisor, 2008-2011**
 - Worked as part of the MACRO team on the Gates-funded “Namibian Public Health Leadership and Systems Innovation Initiative” with focus on providing technical guidance for the conceptualization and conduct of the M&E plan and final evaluation
- **Polytechnic of Namibia, Lecturer and Material Development, 2005-2011**

Lecturer, moderator and materials writer for Community Based Natural Resource Management (CBNRM) module taken under the Diploma in Nature Conservation, B Tech in Nature Conservation, B Tech Land Use Planning and B Tech Agriculture

- **Ministry of Environment and Tourism, Namibia, Bwabwata/ Mudumu/ Mamili Parks Project (Caprivi), CBNRM Social Team Consultant, 2005-2009**
 - Mainstreamed HIV & AIDS within the project
 - Developed, implemented and monitored projects for HIV & AIDS, Education and Gender (HEG) Policy and Plan
- **WWF Sarpo, Southern Africa Region, CBNRM Performance Monitoring Assessor, 2007-2008**
 - Assessed status and capacity of Malawi, Zambia, Zimbabwe, Botswana, Namibia, Mozambique and South Africa with regard to national level monitoring of the performance and impact of CBNRM
- **South African Wildlife College, South Africa, Materials Developer, July – Dec 2005**
 - Revised and rewrote CBNRM and Natural Resource Economics materials for two Diploma Courses
- **Namibia Nature Foundation (NNF), CBNRM Coordinator, 2000 - 2004**
 - Coordinated core team supporting activities within the Namibian CBNRM program, with specific focus on establishment and administration of grant management
 - Establishment, implementation and support of monitoring and evaluation practices within the CBNRM programme
- **Integrated Rural Development and Nature Conservation (IRDNC), Administration and Training Coordinator, 1999-2000**
 - Coordinated all project administration (technical and financial) and reporting to donors (USAID, WWF, HIVOS, OXFAM Canada)
 - Coordinated, developed and implemented training activities for conservancy committees and IRDNC staff
- **Integrated Rural Development and Nature Conservation (IRDNC), Project Manager /Training Facilitator, 1995-1999**
 - Responsible for field-based training and administration including finances and reporting

Countries of Work Experience

Namibia, as well as with development programs in Botswana, Malawi, Mozambique, Uganda, Zambia, and Zimbabwe

Languages

English (native), French (basic spoken and written), Afrikaans (proficient spoken, basic written)

Jane Shityuwete – Local Education Specialist, Namibia

Summary

Jane Shityuwete has 35 years' experience in the non-governmental and development sectors, the past 18 of which she has spent at top management level. She counts with extensive knowledge and experience across all aspects of leadership, management and administration.

Education

1979 Postgraduate Diploma for Personal Assistants, Royal Society of Arts, London, UK

1977 BA., French and Drama, University of Bristol, UK

Experience

Pact Namibia, Deputy Chief of Party, Namibia, 2015-Present

- Manage operations and human resources.
- Provide programmatic guidance and support to Pact Namibia staff and projects in Namibia.

LifeLine/ChildLine Namibia, National Director, 2007-2015

- Working with a staff of 80 across 6 regions, oversaw national and regional programmes and services addressing family support, child protection, HIV prevention, harmful gender norms, and GBV, parenting, and safe schools.

Ibis (WUS Denmark), Regional HIV/AIDS Programme Manager, Southern Africa (Namibia, South Africa, Angola, Ghana, and Mozambique), 2001-2007

- Kick-started Ibis (and Ibis development partners') responses to HIV/AIDS in 5 countries.
- Provided leadership to Ibis globally on HIV/AIDS policy, strategy development, advocacy, programming and mainstreaming.
- Managed a portfolio of projects in South Africa, Namibia, and Angola, piloting innovative approaches and promoting PLHIV leadership and advocacy for HIV prevention, treatment literacy, family disclosure, mother to mother programs, and support to children and adolescents living with HIV.

Voluntary Service Overseas (VSO), Country Director, Namibia, 1992-2001

- Managed a team of 80 in-country volunteers and 11 staff members supporting GRN development priorities in the education, health, and rural development sectors.
- Piloted strategic planning approaches, later adopted by VSO globally.
- Initiated and led the development of VSO's response to HIV in Southern Africa.

Education Sector, Programme Officer, 1994-1997

- Led the education sector, with 35 VSO volunteers teaching in senior secondary schools in rural areas, in inclusive education and in a variety of other specialised roles.

Administrator/Programme Coordinator, 1992 –1994

- As part of the initial 2 person team, assisted the Programme Director in all aspects of programme set-up, strategic planning, programme development, and management.

Oxfam UK & Ireland, Program Administrator (temporary maternity leave replacement), Namibia, 1992

- Reviewed and monitored previous year's grants.

British Council, Exchanges and Administration Officer, Namibia, 1990-1991

- Coordinated and managed scholarship and exchange programmes and cultural events.
- Managed and delivered educational advice and information service.
- Managed the office and staff.

Africa Educational Trust, Program Review, Western Cape, South Africa, Lead Evaluator, 1980-1990

- Managed a Scandinavian-funded scholarship programme for South African and Namibian students in exile.
- Administered a part time scholarship program and counselling service for 500-600 students per annum from all parts of Africa.

Administrator/Student Advisor, 1983-1990

- Advised small grant delivery and counselling to African students in the UK, most of whom were refugees.
- Interviewed, advised, placed, and monitored South African and Namibian scholarship holders in the UK.
- Liaison with liberation movements, scholarship administration, and office administration.

Personal Assistant to the Director, 1980 – 1983

- Performed secretarial duties.
- Compiled annual reports for the donors.
- Liaison with the liberation movement representatives in UK.

Languages

English

Jindra Monique Cekan – Team Leader, Uganda

Summary

Ms. Jindra Monique Cekanova is a political economist who has used participatory methods for 27 years to connect with interviewees, ranging from villagers in Africa, Central/ Latin America and the Balkans to policy makers and Ministers for her international clients. The knowledge she has gained through her work has informed strategic planning content and facilitation, project design and organizational learning. Ms. Cekanova has also led assessments, baseline and final evaluations, including food security and livelihoods during 13 years of running her own consulting firm for international development clients in the US, Czech Republic and abroad. She founded Valuing Voices to spotlight the need for post-project participatory evaluation for true sustained impact. She has led teams of consultants for clients such as USAID, the Bill and Melinda Gates Foundation, Johns Hopkins University and a range of non-profits. She uses Appreciative Inquiry for organizational and global learning as well as Rapid Rural Appraisal in 25 countries.

Ms. Cekanova holds a Ph.D. and M.A.L.D. from the Fletcher School of Law and Diplomacy from Tufts University and a Bachelor of Arts from Gettysburg College in economics and Political Science. She is a native speaker of Czech and fluent in English, while maintaining a high proficiency in French and basic proficiency in Spanish.

Education

1994 Ph.D. The Fletcher School of Law and Diplomacy, Tufts University
1990 M.A.L.D., The Fletcher School of Law and Diplomacy, Tufts University,
1983 B.A., Gettysburg College, Economics and Political Science
2011 E-Certified Knowledge Professional, Certificate from Knowledge Management Institute

Experience

Valuing Voices, Team Leader and Technical Expert, 2013-present

Catholic Relief Services, Niger, Valuing Voices Post-Project Evaluation Consultant, 2015

A mixed-method post-project evaluation, three-years post-project closeout of CRS Niger's Nutritional and Food Security Program (PROSAN).

- Designed tools and process and led teams for exploring self- sustainability of activities and groups.
- Researched sustained outcomes, uptake by national partners and unexpected impacts among participants of this highly sustainable food security/ resilience project.

- Did gender and youth analyses.
- Presented findings of successful project via webinar across CRS offices.

Federation of the Red Cross/ Red Crescent, Ethiopia, M&E and Sustainability Consultant, 2014

Evaluated Ethiopian Red Cross' Society (ERCS) food security project in Tigray on credit, health knowledge, NRM by gender for impact and sustainability.

- Led team of six, trained staff, led presentations at meetings with 50 stakeholders.
- Led ex-post self-sustainability inquiry with communities and ERCS.

Lutheran World Relief LWR, Niger, M&E Consultant, 2006-2008

- Created, conducted community-based participatory M&E system assessment and evaluation for Gates Foundation-funded drought relief for 4,000 women's pastoralists on sheep restocking, wells, fodder and transhumance.
- Trained local staff in PRA process in French and returned after close-out for evaluation.
- Special focus on impact of program on women and equitable livelihoods.
- Published article in PLA Notes

USAID PPL/LER (Policy, Planning, Learning Bureau, Office of Learning Evaluation and Research), Washington D.C., Organizational Learning and M&E Consultant, 2012-2013

- Supported Organizational Learning at USAID/ HQ and field.
- Designed and trained team in Appreciative Inquiry (AI) process doing qualitative interviews which celebrated USAID/ HQ staff technical and regional learning products and processes adapting AI to Discovery, Design, Discussion, Dissemination and Determination.
- Co-facilitated the inter-Bureau SILK Community of Practice launch with Learning Champions across nine Bureaus.
- Gathered 300 supporters from around the agency.
- Helped design the Thought Leaders in Learning speaker series via QED, the Learning Buzz e-newsletter.
- Gave evaluation expertise as well as research on international non-profit KM best practices and learning. See <http://usaidlearninglab.org/library/organizational-learning-usaid-strengthening-technical-practice-0>
- Well-versed in the PPL/LER's CDCS processes and Adaptive learning.
- At USAID, also wrote M&E and Learning best practices on evaluation and performance monitoring platform contracts did qualitative interviews with 22 Missions, sharing findings. Final Discussion note published 9/13.

Elizabeth Glaser Pediatric AIDS Foundation, Washington D.C., KM Strategic Planning Consultant, 2012

- Reviewed current KM strategic plan,
- Performed interviews with senior HQ and international staff,
- Analyzed findings and made a wide number of recommendations to become a premier Learning Organization.

TOPS/ Food Security and Nutrition Network, Washington D.C., Knowledge Sharing Consultant, 2012

- Did 20 qualitative surveys, analysis and wrote five briefs on knowledge sharing about programming, learning, incentives and knowledge supports among 11 int'l non-profits mostly using USG Title II funding.

- Co-presented findings at the World Bank KM conference with Joan Whelan of TOPS/ FSNN, June.

Johns Hopkins University Knowledge for Health, Washington D.C., Evaluation Consultant, 2010

Created and led team to research existing eLearning practices for public health, analyze existing data from 35 international public health eLearning courses, survey a subset of 15,000 eLearning users. Developed a comprehensive strategy for evaluating eLearning, focusing on African health eLearners.

InterMedia AudienceScapes, Washington D.C., M&E Consultant, 2010

Analyzed and revised questionnaire, two field reports, wrote an interview protocol to assist the Gates Foundation to know how high-level policy makers in Ghana, Kenya and Zambia access, learn from and disseminate policy information. Integrated gender into questionnaire, analyzed data and wrote report.

Bill & Melinda Gates Foundation Sanitation & Hygiene Advocacy, Evaluator, 2009

Created and lead team of seven to research and evaluate advocacy around sanitation and hygiene in 10 countries in Africa and Asia, Europe and the US. Our team interviewed 103 public, non-profit and private key informants to inform Foundation and partners' priorities. Wrote recommendations including gender analysis in report and did presentation to key Gates Seattle staff with G. McAuliffe (Data Harvest).

Save the Children USA, Consultant/ Principal Interviewer and Evaluator, 2005-2006

Facilitated the Integration of Food Security and HIV/AIDS and gave technical assistance in East and Southern Africa on integrating sectors' care & support. Reviewed 20 USAID and private projects, interviewed staff about project integration of food aid, HIV/AIDS, recommended joint knowledge sharing.

Women Thrive Worldwide, Food Security/ Gender Policy Consultant, 2011

Consultant and acting Director for agriculture/ food security and gender policy. Provided input to the US government on gender M&E for food security in Africa's CAADP/ Feed the Future, writing policy briefs.

The Partnership to Cut Hunger and Poverty in Africa, Washington, D.C., Technical Consultant, 2011

- Drafted section on Feed the Future's measurement criteria and USAID's learning prospects for a white paper for the Bill and Melinda Gates Foundation.
- Also provided edits to this evaluative prognosis.

World Vision, Food Security/ Livelihoods and Health and Hope Strategic Planning Consultant, 2011

Created a retreat agenda and facilitated meetings and the retreat for first the Livelihoods then the Health and Hope strategic planning processes. Primarily used Appreciative Inquiry methods process.

OIC International Food Security, Strategic Planning Consultant, Washington, D.C., 2010-11, 2013-2014

Assisted OIC with strategic planning around their food security, agriculture/ livelihoods and vocational training portfolio in Africa. Surveyed field programs, met with senior management and staff to revise materials, focus sectoral programming, including special needs of female youth. Recommended knowledge sharing process with donors and foundations. Drafted two concept papers for Africa.

Mercy Corps, Agriculture/ Livelihoods Proposal Writer/ Technical Reviewer, 2008, 2009

Reviewed and rewrote two successful Food For Peace MYAP proposals with IMC for Uganda and Congo (>\$10 mil) and with Land O'Lakes in Malawi. Built NGO staff capacity in the field for proposal writing in agriculture, livelihoods and capacity building.

Aga Khan Foundation, Food Aid Consultant, 2006-2008

Managed three USDA food aid monetization grants totaling \$30 million for milk and development programming in Tajikistan, Afghanistan and Mali. Oversaw monetization of 19,500 mt of milk for distribution to schools. Streamlined and improved project design and trained staff in project M&E.

SUSTAIN, Food Aid Quality Researcher/Consultant, 2004-2006

Assessed the quality, expectations and preferences for food aid for those infected/affected by HIV/AIDS, malnourished mothers/children and refugees. Designed and analyzed survey from 30 NGO and UN field programs in Africa, Asia and Latin America. Coordinated USAID/USDA, food industry and sci. experts.

American Red Cross, International Services Head of Food Security Unit, 1999-2003

- Created first 'food security strategy' for ARC within Technical Assistance, Planning and Evaluation section of International Development with sectoral foci: agricultural recovery, health/nutrition, water/sanitation and safety nets.
- Built field staff capacity through trainings, created Red-Cross-wide tools/ systems for food security project design, proposals and commodity management.
- Trained over 80 global staff and hired two regional staff.
- Managed ARC's first ISA \$500,000 grant from USAID to improve 8 programs' food security best practices.
- As leader or member of grant writing teams, won over \$5 million in US Government (USAID, USDA, CDC) and Red Cross Federation/ICRC. Seconded to Kosovo 1999-2000.
- Field tools: "ARC Food Security Proposal Review Checklists and Tools", "Food Ration Calculation Exercise" 2001, "Food Security Workshop: Developing Best Practices for Design and Implementation of Food Security Programs" and Emergency Assessment tools:
- Published best practices papers <http://www.foodaid.org/food3.htm>.

Catholic Relief Services, Head of Food Security Unit, 1995-1999, 2005

- Created first conceptual food security framework covering the agriculture/ livelihoods, health, micro- enterprise, safety net, education and emergency sectors.
- Provided technical assistance and capacity building to field offices using food aid in 14 countries and trained over 200 international staff in person and by communities of practice.
- Special focus on female-headed households in safety net programs.
- Furthered best practices through conceiving of and editing PRA/RRA Manual including writing "Food security" chapter in CRS PRA/RRA Manual, Spring 1999. Baltimore, MD. Still being used today: <http://www.crsprogramquality.org/2009/10/rrapra/>.
- Published best practices papers on Food Security in Poverty Lending and Food Security in Monetization.
- Co-led grant-writing team that won grants totaling over \$30 million in US government grants and co-managed \$4 million of USAID ISA grant to CRS worldwide food security programming.
- Evaluated homes/clinics serving the disabled, aged and destitute with food aid.
- Kept US Government 'safety net' funding from being eliminated.

The Mitchell Group, M&E and Food Security Proposal Writer, 2015-16

Global Giving, Washington, D.C., Consultant for Well-constructed Collaborative Experiments, 2014

SSG Advisors, KM/ Learning and Food Security Proposal Consultant, 2013

ITECS Innovative Consulting, Project Design/ Evaluation Consultant, 2012-15

InterMedia, Health Policy Researcher and Policymaker interviewer, 2012

World Vision, SP&NK ICB Evaluation & Assessment Consultant, 2008

Congressional Hunger Center, Training Advisor, 2007-09

Geneva Global, Grant Writer, 2006

North American Miller's Association (NAMA), Food Aid Consultant, 2006

Salomon Brothers, Corporate Finance Analyst, 1984-89

Ilorin Diocese, Nigeria, Grant writer, 1987

Languages

- Bilingual English and Czech (FSI 5/5),
- Proficient French (FSI 4S/3R),
- Basic Spanish (FS1)

Countries of Work Experience

- **Africa:** Anglophone: Ethiopia, the Gambia, Ghana, Kenya, Malawi, Nigeria, Sierra Leone, Sudan, Zambia. Francophone: Benin, Burkina Faso, Mali, Niger, Senegal.
- **Latin America/ Caribbean:** Dominican Republic, Guatemala, Haiti, Honduras and Peru
- **Europe:** Albania, Armenia, Bulgaria, Czech Rep., Kosovo, Macedonia, UK

Memberships in Professional Societies and Awards

- KUSARD (Kenya Relief and Development NGO) and Education for Hope Boards 2004-, 2011-Present
- Washington (Buddhist) Mindfulness Community Board of Directors, 1998- Present
- The Fletcher School of Law & Diplomacy DC Board Member 2015-17
- Member of American, European and Czech Evaluation Associations and Appreciative Inquiry DC
- BasisDC Public Charter School parent and fundraising committee co-head 2014
- Certificate of Distinction in Teaching, Harvard University Faculty of Arts & Sciences (based on student evaluations, in top 5% of Harvard's 1,000 Teaching Assistants 1993-94)

Publications

- Stanford Social Innovation Review "When Funders Move On" (2015)

- Sirius XM Radio/ U Penn Wharton Business School “‘Social Impact’ on Dollars and Change” (2015)
- American Evaluation Association “Furthering Community self-Sustainability of our Projects” (2014)
- USAID’s PPL/LER “Monitoring And Evaluation Platforms: Considerations for Design and Implementation Based on a Survey of Current Practices“ Discussion Note (key researcher, 2013)
- USAID’s Org’l Learning: <http://usaidlearninglab.org/library/discovery-report-learning-usaidwashington>
- “Increasing Nigerien women’s incomes, increasing peace: triangulation and unexpected results, Lutheran World Relief’s ARVIP project” PLA Notes- IIED UK (2013)
<http://pubs.iied.org/14620IIED.html>
- “Appreciative Strategic Planning at World Vision USA” Axiom News (2011)
- “One Chance to Get it Right: 7 Key Pillars for Achieving Food Security” for Women Thrive (2011) <http://womenthrive.org/images/7key-pillars.pdf> More publications and blogs at www.ValuingVoices.com.

WILBERFORCE AGGREY MUHWANA
Local Education Specialist, Uganda
Nationality: UGANDAN

KEY QUALIFICATIONS:

Mr. Wilberforce Muhwana has more than 20 years of experience in the implementation of high portfolio assignments for government, donors, local and international NGOs. Mr. Muhwana has consistently provided technical assistance to a variety of programs and projects in the fields of health, governance, education, agriculture, livelihoods, rural community development, HIV/AIDS, clean energy, emergency/humanitarian response and environmental conservation. Mr. Muhwana has coordinated and managed assignments for over 10 organizations to include, IFAD, EU, UNICEF, UNESCO, DFID, WWF and USAID. Mr. Muhwana is knowledgeable of the political, economic and social environment of many countries across sub-Saharan Africa to include Uganda, Kenya, Ethiopia, Rwanda, DRC and South Sudan. Mr. Muhwana is experienced in implementing projects utilizing baseline surveys, monitoring and evaluation studies, impact assessments, policy analysis and strategic planning.

EDUCATION:

Masters Degree in Education, Makerere University, 2002

B.S, Mathematics and Economics, 1985

LANGUAGES: Bantu (native), Luganda (excellent), English (excellent)

PROFESSIONAL EXPERIENCE:

Sep 2015, Education Economist

Embassy of Ireland, Uganda

Developed the Irish Aid country strategy paper education component for 2016 to 2020 for supporting Quality Primary Education and Girls Education in Karamoja region.

Oct 2013 – Jul 2016, Team Leader

Promoting Equality in African Schools (PEAS), Uganda and UK, Uganda

Carried out baseline surveys (2013-2014) on barriers towards girl's enrolment, attendance, retention and results in secondary education among marginalized communities in Uganda for a UKAID/GEC funded project, implemented by PEAS. Key tasks included developing quantitative and qualitative data collection tools; analysis of data; and report preparation.

Jul 2012 – Dec 2012, Education Economist/Planner

UNFPA, Uganda

Developed the school health policy and strategic plan for the education sector in Uganda covering primary, secondary, BTNET and Teacher Training sub sectors. Key tasks included compilation and documentation of policy issues and gaps for consensus with donors and national stakeholders; and preparation of draft and final policy and strategy documents.

Mar 2010 – May 2010, International Consultant

UNESCO Lifeline

Carried out a needs assessment for the UNESCO LIFE project on adult literacy in Southern Sudan. Key tasks included carrying out the situation analysis and gap analysis; and recommendation of priority needs for the non-literates and illiterates in Southern Sudan.

Nov 2009 – March 2010, Education Specialist**UNICEF**

Carried out a Study on Alternative Primary Schooling and Teacher Development Delivery Models for the Karamoja Region. Key tasks included assessment of the current delivery models; and recommendation of alternative and appropriate delivery models for the region.

July 2007 – September 2007, Education Specialist**Business Synergies**

Carried out a diagnostic study on the causes of low completion rates under universal primary education (UPE). Key tasks included conducting cross sectional in – depth interviews of stakeholders in Bugiri and Kampala districts; qualitative data analysis; and preparation of final district reports for Bugiri and Kampala.

September 2012 – December 2012, Education Economist Researcher**Business Synergies**

Conducted a tracking study on the performance of 12 quality enhance Initiative (QEI) focus districts against JAF indicators in primary education. Key tasks include developing qualitative data collection tools; collect qualitative and quantitative data in western and northern Uganda; and report preparation.

July 2011, Local Consultant**Africa Educational Trust, UK**

Carried out a midterm review of the Mother Tongue Education Project in Northern and North Western Uganda for promoting the use of mother tongue in basic education to enhance learning and retention in the post – conflict region for the period 2009 - 2013.

April 2011 – May 2011, Consultant**Literacy and Adult Basic Education, LABE, national NGO**

Carried out an evaluation of Outcomes of the Learning for Life (NPL) Project in Gulu, Amuru and Nwoya districts of Northern Uganda on strengthening Mother Tongue Education (MTE) and promoting women empowerment to enhance girl's education through both participation and completion in the post – conflict region for the period 2010 - 2011.

June 2010 – July 2010, Local Consultant**Educare Trust, UK**

Carried out an impact assessment of the Girls and Women Education in Northern Uganda (GWENU) project on promoting women empowerment to enhance girl's education through both participation and completion in the post – conflict region for the period 2008 - 2010. Key tasks included assessment of empowerment of women pressure groups and girls' enrolment, retention and completion of the primary education cycle; and report writing.

February 2009, Education Economist

ITAD Ltd, UK

Carried out an evaluation of a three year program for Irish Aid Support to Uganda for the period 2007 – 2009. Key tasks included review of relevance, effectiveness, efficiency, impact, sustainability and lesson learning of beneficiary points in Ministry of Education and Sports and Districts of Kabalore and Kamwenge.

October 2007 – November 2007, Consultant**Embassy of Ireland**

Carried out an impact assessment of a two year Program for Irish Aid support to Rwenzori Region from 2005 – 2006. Key tasks included assessing relevance, effectiveness and application of QUEST program training among the beneficiary stakeholders; and final report preparation.

June 2006 – December 2006, Education Economist**Business Synergies**

Carried out monitoring and evaluation for the implementation of the Decentralized Medium Term Budget Framework (DMTBF) in the education sector in the districts of Bundibugyo, Kabalore, Fort Portal Municipality, Kamwenge and Kyenjojo. Key tasks included review of the Policy documents and guidelines on Decentralized Allocations of the Capitation Grants, Decentralized Teachers' Payroll Management, Decentralized School Facilities Grant (SFG) and Decentralized Instructional Materials Procurement (DIMP); carrying out awareness and needs assessment, periodic mentoring, monitoring and evaluation; and report preparation.

Relevant Trainings:

2014: IIEP UNESCO/UNICEF organized Certificate Course in Integrating Conflict and Disaster Management

2003: University of Sussex/NAADS organised Short Course in Rural Development (Concepts, Theories and Practice in Rural Development)

1998: World Bank seminar on Teacher Education via Distance Learning, Addis Ababa, Ethiopia.

1991: International Diploma in Education Planning and Administration, New Delhi, India. specialized in formulation of education sector plans and budgets.

Benita Williams – Case Study Lead, South Africa

Summary

Ms. Williams is principal owner at Benita Williams Evaluation Consultants, a South African evaluation consultancy. Ms. Williams handles the design, implementation & management of monitoring and evaluation projects and has conducted various evaluations of Education, Youth Development, Income Generation and Health initiatives in Southern Africa for corporate donors, government departments and community based NGOs. She has experience in the sophisticated qualitative and statistical analysis of education data, Voluntary Counselling and Testing (VCT) / health behavior survey data, skills-audit data, diagnostic organizational audit data and project data from global monitoring databases. Recently her focus has been on the evaluation of Education support initiatives, particularly initiatives employing ICTs for education and development.

Ms. Williams has conducted education evaluations since 2001. One of the first evaluation assignments she participated in, was an evaluation of the USAID funded District Development and Support Program which sought to improve the quality of educational delivery for grades 1 through 9 in about 600 schools. Since then, she has done educational evaluations for the Gauteng Education Development Trust, the Zenex Foundation, and UNICEF amongst others. Over the past three years, she has been working as a Developmental Evaluator on the CSIR Meraka Institute's ICT for Rural Education (ICT4RED) program.

In the field of government evaluations, Ms. Williams served as the lead quantitative evaluator for an Evaluation of the PALAMA Executive Development Program – tasked with ascertaining the impact of the training delivered to senior government managers. Ms. Williams also participated in the evaluation of the Joint Initiative for Priority Skills Acquisition (JIPSA) and an evaluation of the impact of the work of the Public Service Commission – both assignments requiring interaction across many different government departments at the three Spheres of Government.

Ms. Williams has academic training in the field of Research Psychology (University of Pretoria) and at Masters level. She completed various community development and research modules. In August 2009, she completed a three- year term as treasurer for the South African Monitoring and Evaluation Association (SAMEA) and in July 2010 completed a term as Executive Board member and secretary for the African Evaluation Association (AfrEA).

Education

- 2001 Masters Degree in Research Psychology, University of Pretoria
- 1999 Bachelor of Arts Psychology with Honors, University of Pretoria

Experience

Benita Williams Evaluation Consulting, Owner and Managing Director, 2012 - Present

Focused mainly on evaluations of education programs in South Africa with specialities in Monitoring & Evaluation, Quantitative & Qualitative Methods, Education, ICT for Education, and Voluntary Organizations for Professional Evaluation (VOPE) Development.

Selected Projects Include:

- CSIR MERAKA Institute: Technical support as embedded M&E consultant on the evaluation of the Cofimvaba eTextbook Initiative in 26 schools in the Nciba circuit, 2013-2015.
- Michael and Susan Dell Foundation (MSDF): Evaluation of the Maths Centre Education Improvement project in East Rand schools that also included an ICT component, 2012-2013.
- Bridge: Development of an M&E framework for the South African Extraordinary Schools Coalition and implementation thereof, 2012-2013.

Feedback Research and Analytics, Owner, Business Manager, and Technical Specialist, 2002-2012

Selected Projects Include:

- Department of Performance Monitoring and Evaluation (DPME): Review of evaluations conducted by National Departments over the period 2001 – 2011, 2011-2012.
- UNICEF South Africa: Provided technical assistance on a Public Expenditure Tracking Survey of Early Childhood Development expenditure by three government departments. Available at: http://www.unicef.org/southafrica/SAF_resources_pets.pdf, 2009-2010.
- JET Education Services / Gauteng Education Development Trust: Evaluation of two Learner focused ICT interventions and one educator focused ICT intervention in Gauteng Schools, 2010-2012.

Khulisa Management Services, Johannesburg, South Africa, Senior Research Associate, Associate, and Intern, 2001-2004

Selected Projects Include:

- Gauteng Institute for Education Development: Longitudinal Evaluation of Curriculum 2005 implementation in Gauteng. Initially involved in research /instrument design, quantitative /qualitative analysis and reporting and later managed this project collecting data from 90 schools and six tertiary institutions, 2001-2003.
- Department of Education ECD Directorate: Managed this project that developed a monitoring system to assess ECD services at 4500 sites across the Country and trained all Provincial and District based ECD officials in 9 Provinces, 2003-2004.
- Anglo Platinum: Implementing of monitoring and evaluation for social investments in schools. Including Instrument design, Strategic Review, Interviews and Focus Groups, Quantitative and Qualitative analysis and reporting, 2003.
- USAID: Conducted quantitative analysis and reporting for the Baseline report of the District development and Support Program, 2001.

Languages

English and Afrikaans

Memberships in Professional Societies and Awards

- Secretary for the African Evaluation Association, 2010.
- Treasurer and Executive Board Member for the South African Monitoring and Evaluation Association, 2009

- South African Monitoring and Evaluation Association (SAMEA)
- American Evaluation Association (AEA)
- European Evaluation Society (EES)

Vanessa Scherman – Local Education Specialist, South Africa

Summary

In the course of her career, Ms. Scherman has been a faculty member at the University of South Africa and the University of Pretoria. Her academic responsibilities have included supervising PhD students, and teaching both undergraduate and masters-level students. Her courses have covered topics such as research methodology, child development, teaching and learning, theories and methods of education, psychometry, and program evaluation. She is an external examiner at 6 universities across South Africa. She has also fielded assignments like report-writing, literature reviews, authoring guides, and data analysis and led research teams. These works have been on behalf of various clients including UMALUSI (Council for Quality Assurance in General and Further Education and Training), the Imbeleko Nelson Mandela Children's Fund, the World Bank, UNICEF, and South African educational bodies.

During her time at the Human Sciences Research Council as a research assistant from 1998-2001, Ms. Scherman participated in a number of scholarly studies. These initiatives were the Third International Mathematics and Science Study, Quality Learning Project, Department of Labor Investigation of the Labor Market, Survey of Science and Technology Centers, and Link Community Development Project. She played the roles of editor, administrative assistant, and field liaison in the course of these projects.

Both within South Africa and at the international level, Ms. Scherman has been extremely active in conferences and research workshops. Her research workshops, one of which took place at the University of London, have been centered program evaluation and analysis methods. She has authored and co-authored more than 20 background papers for distinguished conferences around the world: namely for the South African Psychology Conference, Association for the Study of Evaluation in Education in Southern Africa, American Psychological Association Annual Convention, the European Conference on Educational Research, and several more.

Ms. Scherman's resume of publications is lengthy and illustrious, as can be seen below. She is a reviewer for numerous professional journals including Perspectives in Education (PIE), South African Journal of Psychology (SAJP), School Effectiveness and School Improvement (SESI), African Journal of Research in Mathematics, Science and Technology Education (AJMSTE), Transdisciplinary Research in Southern Africa Comprehensive Psychology, Journal of Social Sciences, and South Africa Journal of Education (SAJE).

Education

2007 PhD Assessment and Quality Assurance), University of Pretoria

- 2007 Post Graduate Certificate in Higher Education, University of Pretoria
- 2002 Master's Degree in Research Psychology, University of Pretoria
- 1999 Honors Degree in Psychology, University of Pretoria
- 1998 Honors Degree in Philosophy, University of Pretoria
- 1997 Bachelor of Arts (Cum Laude), University of Pretoria

Experience

University of South Africa, Associate Professor, 2015 – Present

- Researcher and teacher of undergraduates and postgraduates
- Supervisor of postgraduates
- Responsible for management and administrative responsibilities

University of Pretoria, Senior Lecturer, 2010-2015

- Researcher and teacher of undergraduates and postgraduates
- Supervisor of postgraduates
- Responsible for management and administrative responsibilities

University of Pretoria, Faculty Member, 2001-2010

Human Sciences Research Council, Research Assistant, 1998-2001

Countries of Work Experience

South Africa, International Conferences and Research Workshops

Languages

English

Memberships in Professional Societies and Awards

- Health Professional Council of South Africa, Qualified Psychologist (PS 0081019), Present
- American Educational Research Association (AERA), Member, Present
- European Educational Research Association (EERA), Member, Present
- Association for the Study of Evaluation and Assessment in Southern Africa (ASEASA), Member, Present
- Psychological Society of South Africa (PsySSA), Member, Present
- International Testing Commission, Member, Present
- South African Journal of Education, Executive Board, 2012-Present
- UMALUSI Accreditations Committee, Member, 2012-2015
- Nominated for the National Science and Technology Forum (NSTF), Emerging Researcher, 2013-2014
- Association for Assessment and Evaluation in Southern Africa, Fellow, 2011
- Association for the Study of Evaluation and Assessment in Southern Africa, Executive Committee, 2008-2011
- Association for the study of Assessment and Evaluation in Southern Africa (ASEASA), Chair of Executive Board, 2008-2011
- Examinations and Assessment Board (EAB) for Gauteng, Executive Board, 2009-2010

- Department of Mathematics, Science and Technology Education, Excellence in Teaching Award, 2010
- SAQA Monitoring and Evaluation Scoping Meeting for Unit Standards, Committee Member, 2008
- Department of Curriculum Studies, Excellence in Teaching and Research Award, 2007
- Perspectives in Education, Executive Board, 2004-2005

Publications

- Scherman, V., Bosker, R.J., & Howie, S.J (Eds). (Forthcoming). Monitoring the quality of education in schools: Examples of feedback into education systems from developed and emerging economies.
- Scherman, V. (2015). Methodological standards and fit for purpose: What criteria should psychologists use to evaluate of psychological assessments. In R. Ferreira (Ed.), *Psychological Assessment in the South African Context*. Cape Town, South Africa: Juta.
- Steelman, T., Nichols, E.G., James, A., Bradfoot, L., Ebersohn, L., Scherman, V., Omidire, F., Bunn, D., Twine, W., & McHale, M. (2015). Practicing the science of sustainability: The challenges of transdisciplinarity in a developing world context. *Sustainability Science*, 10, 581-599.
- Cho, M., Scherman, V., & Gaigher, E. (2014). Exploring differential science performance in Korea and South Africa. *Perspectives in Education*.
- Ebersöhn, L., Sefotho, M., Mampane, R., Loots, T., Sherman, V., Omidire, F., & Nxumalo-Tsebe, T. (2014). *Imbeleko Report. Cultivating resourcefulness, not dependency*. Nelson Mandela Children's Fund, Houghton.
- Scherman, V., Zimmerman, L., Howie, S.J., Bosker, R.J. (2014). Setting standards and primary school teachers' experience of process. *Perspectives in Education Special Issue*. 32 (1), 92-104.
- Archer, E., Scherman, V., & Howie, S.J. (2013). South Africa models of effective data use: Does one size fit all. In K Schildkamp, M. K. Lai and L. Earl (Eds), *Data-driven decision making around the world: Challenges and opportunities*. Springer Publications
- Scherman, V. (2013). *Quality assurance and accreditation of assessment bodies: Relevant literature and conceptual framework*. Pretoria: UMALUSI.
- Scherman, V. (2013). *Quality assurance models in education: Possibilities for primary school accreditation*. Pretoria: UMALUSI.
- Scherman, V., Howie, S.J., & Archer, E. (2013). The interface between monitoring performance and how data is used: Striving to enhance the quality of education in schools. In J. MacBeath, C Sugrue and M Younger (Eds), *Millennium goals revisited: A common wealth of learning*. Routledge.
- Scherman, V., Smit, B., & Archer, E. (2013). The usefulness of academic performance feedback to primary and secondary schools. *The Journal of Transdisciplinary Research in Southern Africa*, 9 (1), 81-93.
- Cho, M., Scherman, V., & Gaigher, E. (2012). Development of a model of effectiveness in science education to explore differential science performance: A case of South Africa. *African Journal of Research of Mathematics, Science and Technology Education*, 16 (2), 158-175.
- Scherman, V., Mokoena, G., Pillay, R., & Howie, S. J. (2012). *South African monitoring system in primary schools feedback reports*. Centre for Evaluation and Assessment, University of Pretoria.
- Loock, C., Scherman, V., van der Westhuizen, G. (2011). Equating examinations and assessment standards for the new national (Grade 12 senior certificate). Johannesburg: Department of Education.
- Scherman, V., Howie, S. J., & Bosker R. (2011). Constructing benchmarks for monitoring purposes: Evidence from South Africa. *Educational Research and Evaluation*, 17 (6), 511-525.
- Scherman, V., Mokoena, G., Pillay, R., & Howie, S. J. (2011). *South African monitoring system in primary schools feedback reports*. Centre for Evaluation and Assessment, University of Pretoria.
- Archer, E., Scherman, V., & Howie, S. J. (2011). *South African monitoring system in primary schools feedback reports*. Centre for Evaluation and Assessment, University of Pretoria.

- Archer, E., Scherman, V., Coe, R., & Howie, S. J. (2010). Finding the best fit: The adaptation and translation of the Performance Indicators for Primary Schools for the South African Context. *Perspectives in Education*, 28 (1), 77-88.
- Scherman, V., Howie, S.J., Long, C. (2010). Transnet client report: Transnet Sharp Minds. Pretoria: Centre for Evaluation and Assessment.
- Archer, E., Scherman, V., & Howie, S. J. (2010). *South African monitoring system in primary schools feedback reports*. Centre for Evaluation and Assessment, University of Pretoria.
- Howie, S.J., Long, C., Scherman, V., & Venter, E.J. (2009). The role of IRT in selected examination systems. Pretoria: UMALUSI.
- Howie, S.J., Venter, E.J., van Staden, S., Zimmerman, L., Long, C., Scherman, V. & Archer, E. (2009). South African Children's Reading Achievement: Summary report on PIRLS 2006. Pretoria: Centre for Evaluation and Assessment.
- Scherman, V., Archer, E., & Howie, S. J. (2009). *South African secondary school information system feedback reports*. Centre for Evaluation and Assessment, University of Pretoria.
- Archer, E., Scherman, V., & Howie, S. J. (2009). *South African monitoring system in primary schools feedback reports*. Centre for Evaluation and Assessment, University of Pretoria.
- Howie, S.J., & Scherman, V. (2008). Closing the achievement gap between science classrooms and the persistence of historic inequalities. In Howie, S.J. and Plomp, T. (Eds) *Narrowing the achievement gap. Journal on Studies of Educational Evaluation*, 34 (2), 118-130.
- Howie, S.J., Scherman, V. and Venter, E. (2008). Exploring student-level explanatory factors in science achievement in South African secondary schools. In Papanastasiou, C and Plomp, T. (Eds). *Educational Research and Evaluation*, 14 (1), 29-46.
- Scherman, V. (2008). Chapter 8: Recording and Reporting. In W.J. Fraser and J.G. Maree (Eds), *Assessment in outcome- based assessment*. Heinemann Publishers.
- Scherman, V., Archer, E., & Howie, S. J. (2008). *South African secondary school information system feedback reports*. Centre for Evaluation and Assessment, University of Pretoria.
- Archer, E., Scherman, V., & Howie, S. J. (2008). *South African monitoring system in primary schools feedback reports*. Centre for Evaluation and Assessment, University of Pretoria.
- Scherman, V & du Toit, PH. (2008). Cooperative learning in postgraduate lectures: possibilities and challenges. *South African Journal of Higher Education*, 22 (2), 385-400.
- Scherman, V., Archer, E., & Howie, S. J. (2007). *South African secondary school information system feedback reports*. Centre for Evaluation and Assessment, University of Pretoria.
- Archer, E., Scherman, V., & Howie, S. J. (2007). *South African monitoring system in primary schools feedback reports*. Centre for Evaluation and Assessment, University of Pretoria.
- Scherman, V., Archer, E., & Howie, S. J. (2006). *South African secondary school information system feedback reports*. Centre for Evaluation and Assessment, University of Pretoria.
- Archer, E., Scherman, V., & Howie, S. J. (2006) *Performance indicators in primary schools in South Africa feedback reports*. Centre for Evaluation and Assessment, University of Pretoria.
- Scherman, V., Howie, S.J., Eiselen, S., & Archer, E. (2005). *Investigating value-added measures: Technical Report*. Centre for Evaluation and Assessment, University of Pretoria.
- Howie, S.J. Venter, E., Barnes, H., Scherman, V., & van Staden, S. (2004) *A technical report on the field test of the systemic evaluation of the grade 6 learners*. Client Report. Pretoria: Centre for Evaluation and Assessment.
- Scherman, V. (2004). Chapter 7: Recording and Reporting. In W.J. Fraser and J.G. Maree (Eds), *Assessment in outcomes-based assessment*. Heinemann Publishers.
- Scherman, V., Howie, S.J., Archer, E., & Lopes, M. A. (2004). *Investigating value-added assessments in South Africa: Technical report (2003-2004)*. Centre for Evaluation and Assessment, University of Pretoria.
- Howie, S.J. Venter, E., Barnes, H., Scherman, V., Evans, R., Lopes, T., & Jansen van Vuuren, S. (2003). *Technical report on systemic evaluation of intermediate phase*. A report for the National Department of Education. Pretoria: Centre for Evaluation and Assessment.

- Maree, D.J.F., Cassimjee, N., Gcabo, R.P.E., Croucamp, Y., de Beer, S., Maritz, L.I., Mtetwa, C. A., Neville, P. M., Prinsloo, A. P., Scherman, V. (2003). Dimensions of change detection within the phenomenon of change blindness. *Alternation*, 10 (2), 183-201.
- Scherman, V., Howie, S.J., & Archer, E. *School feedback reports based on performance data from 2003-2006. Thirty-four individual reports written.*
- Howie, S.J., Nicholau, K., Smit, B., Scherman, V., Lopes, M.K., van Deventer, S., & Barnes, H. (2002). *An illustrative look at educational inequality: a closer look within a school district. A report for UNICEF.* Pretoria: Centre for Evaluation and Assessment.
- Howie, S.J., & Scherman, V. (2002). *Toyota teach primary school project in Kwa-Zulu Natal: Mathematics.* Cape Town: National Business Initiative.
- Howie, S.J., & Scherman, V. (2002). *Toyota teach primary school project in Kwa-Zulu Natal: Science.* Cape Town: National Business Initiative.
- Howie, S.J. Scherman, V., & Venter, E.J. (2001). Report to the National Business Initiative. Western Cape Science. Cape Town: National Business Initiative.
- Howie, S.J. Scherman, V., & Venter, E.J. (2001). Report to the National Business Initiative. Western Cape Mathematics. Cape Town: National Business Initiative.
- Howie, S.J. Scherman, V., & Venter, E.J. (2001). Report to the National Business Initiative. KwaZulu-Natal Science. Cape Town: National Business Initiative.
- Howie, S.J. Scherman, V., & Venter, E.J. (2001). Report to the National Business Initiative. KwaZulu-Natal Science. Cape Town: National Business Initiative.
- Contribution made to “*Science and technology centres in South Africa: A survey conducted by the Human Sciences Research Council*”. (1999).
- Contribution made to “*Mathematics and science performance in grade 8 in South Africa 1998/1999: TIMSS-R 1999 South Africa*”. (1999).

Patricia Sullivan – Local Education Specialist, South Africa

Summary

Ms. Sullivan is a highly experienced manager, educator, lecturer and facilitator. Her experience in senior management positions in the private/public sector has equipped her with the skills and competence to manage, lead, develop and train at all levels. Ms. Sullivan has spent a large part of her working life assisting South African provincial and national departments of education and higher institutes of education to set up systems, structures, procedures and courses that have affected change either through large Organizational Development interventions, or through the introduction of innovative courses, or through discrete consulting activities.

Ms Sullivan's experience in conceptualizing interventions, designing and writing materials for new curricula, establishing non-government organizations and overseeing financial, administrative and educational work places her well to advise and support many different types of programs and structures.

Over the years, Ms. Sullivan has worked with a variety of clients, including: International Development Agencies/Organizations (PACT (Swaziland), World Bank, AIR (American Institutes of Research), CARE (Mozambique), DfID, EZE, HEDCO, DANIDA, Netherlands Embassy, CIDA, USAID, Cafod, Rhodes Trust, GIZ etc.); South African Corporations (AECI, Anglo American, De Beers, Mondi, Scaw Metals, Tastic Rice, Pick-n-Pay, Afrox etc); South African Unions (SADTU, Naptosa, COSATU, COSAW, Chemical Worker's Union); NGOs/CBOs; and South African Educational Institutions (University of the Witwatersrand: Education Faculty, Business School, and the Public and Development Management School; Peninsula Technikon; University of KwaZulu; University of Cape Town; University of South Africa).

Ms Sullivan has spent many years working with disadvantaged and marginalized communities in both rural and urban contexts. Ms Sullivan is a member of *Linc Fellowship*, a think tank in partnership with SYNERGOS Consultancy with more than 60 other Fellows from government, private sector, NGOs and civil society to provide solutions to various questions regarding care and services for OVC including maximizing funding and developing models/synergetic partnerships for best practices.

Education

- 1995 Masters of Management in Human Resources, University of the Witwatersrand Johannesburg (Business School)
- 1986 Management Accounting Short Course – In House Training, Anglo America Corporation of South Africa
- 1981 Management Development Program (MDP) in Gender Issues, UNISA, South Africa
- 1971 Certificate in Education, Southampton University, UK
- 1971 BSc in Math and Physics, Exeter University, UK

Experience

Gauteng Educational Development Trust (GEDT), South Africa, Consultant, Present

- Consult on pilot projects on behalf of the Gauteng Department of Education
- Project manager of ICT math/science project in 15 schools
- Compiler of M&E progress reports for the Trust; prepares strategy documents for GDE

Genesis, South Africa, Education Adviser on education feasibility studies, 2013 – Present

- Advised on the feasibility of establishing an Education Foundation in a central bank

Treharne Africa Management Services, South Africa, Business Owner and Consultant, March 2008 – Present

- Managing consultancy firm working in the areas of strategy, organizational design, leadership development, facilitation, monitoring & evaluation, training, materials development, research and company re-engineering/change management

Khulisa Management Services, Cape Town, Consultant on the evaluation of a literacy project funded by USAID, 2015

National Education Collaboration Trust (NECT), Kwa Zulu Natal, Consultant Program Manager, 2015

- Advised on curriculum design for instructional design and module development for a specific district-focused project to transform schools

BRIDGE, Consultant for training of trainers course and expansion of Community of Practice in schools, 2015

CoZa Cares (NGO involved in ICT and training in education), Strategic Planner, November 2014

National Educational Collaboration Trust (NECT), Limpopo, Consultant Program Manager, 2014

REACH Project, Evaluator, 2013 - 2014

- Assessed impact of PACT's (Swaziland) bolstering and training of organizations involved in supporting adults and children infected and affected by HIV AIDS

Matthew Goniwe School of Leadership and Governance, South Africa, Consultant, 2013

- Developed a leadership competency framework with Prof Anne McLennan of Wits University P&DM for use in GDE schools

JET Education Services, South Africa, - Researcher and Evaluator of RMB (Rand Merchant Bank) supported Math and Science programs, 2013

Department of Public Service through the office of Public Administration Leadership and Management Academy, Consultant, 2012-2013, 2009-2010

- Developed HR training frameworks and a training manual for HR Managers and other Practitioners

BRIDGE, Researcher, 2011-2012

- Authored research paper on school leadership and management in South Africa, and review of key programs delivering supplementary math and science support lessons; plus assessment paper on two Saturday support schools
- Researched selection criteria for Saturday Math and Science classes
- Facilitated workshop of ICT stakeholders in the educational arena, plus government officials, to establish a Community of Practice

Government of South Africa, Consultant, 2011-2012

- Development training courses for five government departments in the area of Counter Human Trafficking, which involves baseline research, materials design and accreditation procedures
- Co-facilitated awareness and information sharing workshops on material

GIZ (German Government), Consultant and Facilitator, 2011, 2009

- Worked on strategy and plans for delivery of service (Public Private Partnerships) in Southern Africa

Department of Social Development, South Africa, Co-Facilitator and Designer, October 2011

- Helped conduct strategic planning and review for Victim Empowerment Project, part of DSD and funded by UNODC

Feedback Analytics, Evaluator, 2011

- Evaluated Math and Science College on the effectiveness of their bridging courses

Gordon Institute of Business Science, University of Pretoria, M&E Consultant, 2011

- Assisted with for an internationally funded (Goldman Sachs) 3 year programme to develop women entrepreneurs

Matthew Goniwe School of Leadership and Governance, South Africa, Innovator/Research Specialist/Consultant, 2011

- Consultant to consultant to Deputy CEO of MGSLG on ECD conceptual documents
- Researcher and innovator for ECD project through the LINC Fellowship

University of the Witwatersrand, Consultant, 2008-2009

- Syndicate leader and facilitator for a mentorship program for school leaders presented by the Faculty of Education

HR Managers in the Public Service and Associated Academies, Lead Agent in development of a competency matrix, 2008-2009

Department of Education, South Africa, Consultant, 2008

- Conducted review of five Higher Education Institutes processes and procedures for the delivery of the Advanced Certificate in Education: Leadership

NOAH (Nurturing Orphans of AIDS for Humanity), Chief Executive Officer, March 2007 – February 2008

- Oversaw delivery of NOAH Model, whereby motivated individuals from a given community are mentored to set up their own community network to care for their orphans and vulnerable children.
- Managed funds from a variety of sources but especially from USA PEPFAR. Funds varied but were at a maximum of R20m/ at any one time.

- Reported to UGMs such as Family Health Institute and PACT, as well as directly to USAID

Khulisa Management Services (Pty) Ltd, South Africa, Consultant, 2006-2007

- Worked on Southern Africa Reduction in Exploitative Child Labour project (RECLISA) in Mpumalanga, North West and Gauteng Provinces working with rural and urban community structures and local provincial departments;
- Prepared and presented reports to the Department of Labor and USA project partners
- Led curriculum design for three provinces
- Edited and integrated materials into mainstream Life Skills Education Department curricula
- Task Order Leader and Consultant under the project entitled South African PEPFAR-Partner Performance Assessment (SAPPPA) by Centers for Disease Control and Prevention (CDC) to assess the impact of HIV AIDs interventions on orphans and vulnerable children in selected organizations

USAID Health Program, Pretoria, Consultant, 2006

- Conducted an organizational review in order to inform practice and improve program delivery

Regenesys School of Business and Public Management, South Africa, Consultant, 2006

- Responsible for establishing and creating awareness around the MBA course
- Established series of seminars and an international Conference to launch Regenesys Business School with links to international universities
- Oversaw writing of new course materials for Learnerships and Post Graduate Diplomas
- Helped to establish the Consultancy wing of the organization and linking this initiative with the Marketing Department and strategy

Khulisa Management Services (Pty) Ltd, South Africa, Director of Skills Development and Capacity Building, Aug 2003 – Dec 2005

- Responsible for expanding new business in the areas of education and management; facilitating strategic planning and helping set direction for the company
- Presided over all skills development, materials development, training and organizational development activities and consultancies, specifically seeking to increase capacity through innovative courses for primarily previously disadvantaged individuals and the implementation of culture change interventions in the corporate and public sectors.
- Established research into ‘what makes a difference’ in the public sector to develop and initiate models for change management.
- Worked with companies and organizations on Work Place Skills Plans and Vocational Skills Training in line with national policy and enterprise development
- Development of cross cutting training and OD activities in health, education and child labour arenas for application in Khulisa’s work and with clients.
- Oversaw and managed Khulisa staff involved in a monitoring and evaluation program in Mozambique and Malawi as part of an EU funded initiative with CARE Mozambique in the area of HIV and AIDS; chief writer and editor for a course written specifically for NGOs in Mozambique on management and leadership.
- Completed research work with the American Institutes of Research (AIR) by writing a draft paper for the World Bank which looked at governance, management and accountability in secondary schooling in Zambia, Senegal and South Africa.
- Developed a framework for educational interventions in the Limpopo province within South Africa, as part of the Khanyisa Programme funded by DfiD

- Assisted in conceptualizing and implementing a major program to reduce Child Labor abuse in South Africa

Management of Schools Training Program (MSTP), Johannesburg, National Director, Feb 1994 – July 2003

- Helped establish the organization as a forerunner in the arena of Educational Management and Governance
- Worked closely with all nine provincial Departments of Education as well as the national Department of Education in South Africa, and with universities in partnership ventures.
- Served as Project Director, overseeing two grantee contracts funded by United States Agency for International Development (USAID), based in Limpopo and KwaZulu Natal Provinces, which were awarded to MSTP.
- Managed 30 permanent staff and up-to 20 associates at any one time.
- Assisted in the drafting of the Human Resources Development Policy for the national DoE in South Africa

Independent Consultant (Human Resources), Feb 1988 – Jan 1994

- Developed major NGO ventures, accredited courses, as well as working for unions, universities and the business world.
- Work involved management, financial oversight, fund raising, training/facilitation, course design, curriculum development, evaluation, materials development, co-ordination, strategic planning and mediation, change management - all broadly within parameters of Human Resources Development
- Focused on creating work opportunities for young persons and community leaders as a means of improving economic conditions in the broader community

Anglo American Corporation Ltd, Johannesburg, Senior Administration Officer, 1981-1988

- Implemented innovative program that built up the capacity of young black matriculants to be leaders in their fields of engineering and commerce

Shell SA (Pty) Ltd, Johannesburg, Economic Planner, 1979-1981

- Carried out Economic planning and computer modelling for proposed mines in South Africa and analysis of geographical reports and interpretation into planning formats
- Analyzed the economic suitability of coal resources vis-à-vis market potential and profit margins

Countries of Work Experience

South Africa

Languages

English

Memberships in Professional Societies and Awards

- Linc Fellowship, Member, Present
- ECD group of practitioners, potential donors and NGO practitioners working towards the roll out of the National Development Plan, Facilitator, 2013

ANNEX J: BIBLIOGRAPHY

In late 2014 and early 2015, USAID commissioned several reviews under the auspices of this ex-post evaluation, including literature reviews of relevant topics and a pattern analysis of USAID basic education programming. These documents, which are listed below, have provided the evaluation team with relevant information that has contributed to the design of the evaluation.

- *Pattern Analysis of USAID Basic Education Activities, 1974–2010* (2015)
- *Literature Review: Sustainable Outcomes in Basic Education* (2015)
- *Literature Review: Sustainable Outcomes and the Systems Field* (2015)
- *Literature Review: Defining Sustainability in International Development* (2015)

USAID convened an Evaluation Advisory Group composed of a diverse collection of experts to discuss potential evaluation approaches, methods and challenges. Key recommendations from the consultation were also considered during the evaluation design.

- *Transcript of Evaluation Advisory Group Online Consultation* (2015)

Background Studies of USAID Basic Education Assistance

There have been several studies undertaken reviewing the Agency's basic education programming that may be relevant to this evaluation, and are listed below.

- [*An Analysis of USAID Assistance to Basic Education in the Developing World, 1990-2005*](#) (EQUIP2 2009)
- [*A.I.D.'s Investment in Basic Education: a Description of Current Activities*](#) (1993)
- [*Overview of USAID Basic Education Programs in Sub-Saharan Africa III*](#) (2001)
- [*Overview of USAID Basic education programs in sub-Saharan Africa II*](#) (1995)
- [*Overview of A.I.D. basic education programs in sub-Saharan Africa*](#) (1993)
- [*Choosing the best way to provide assistance: the implication of project and non-project assistance modalities for aid effectiveness*](#) (DeStefano, 2011)
- [*Enhanced Coordination and Better Methods to Assess the Results of U.S. International Basic Education Efforts are Needed*](#) (GAO-07-523) (2007)

Additional Sources

USAID has developed principles and strategies and captured lessons learned relating to systems thinking that have also informed the evaluation, including the documents listed below.

- [*Local Systems: A Framework for Supporting Sustained Development*](#) (2014)
- *Attending to Interrelationships, Perspectives, and Boundaries: A Complexity-Aware Monitoring Principle*²² (2014)
- *New Directions in Local Capacity Development: Embracing a Systems Perspective*²³ (2013)
- Discussion Note: [*Complexity-aware monitoring*](#) (2013)

²² Available at: <http://usaidlearninglab.org/sites/default/files/resource/files/Systemic%20Monitoring%20IPB%202014-09-25%20FINAL.pdf>

²³ Available at: http://usaidlearninglab.org/sites/default/files/resource/files/new_directions_lcd.pdf